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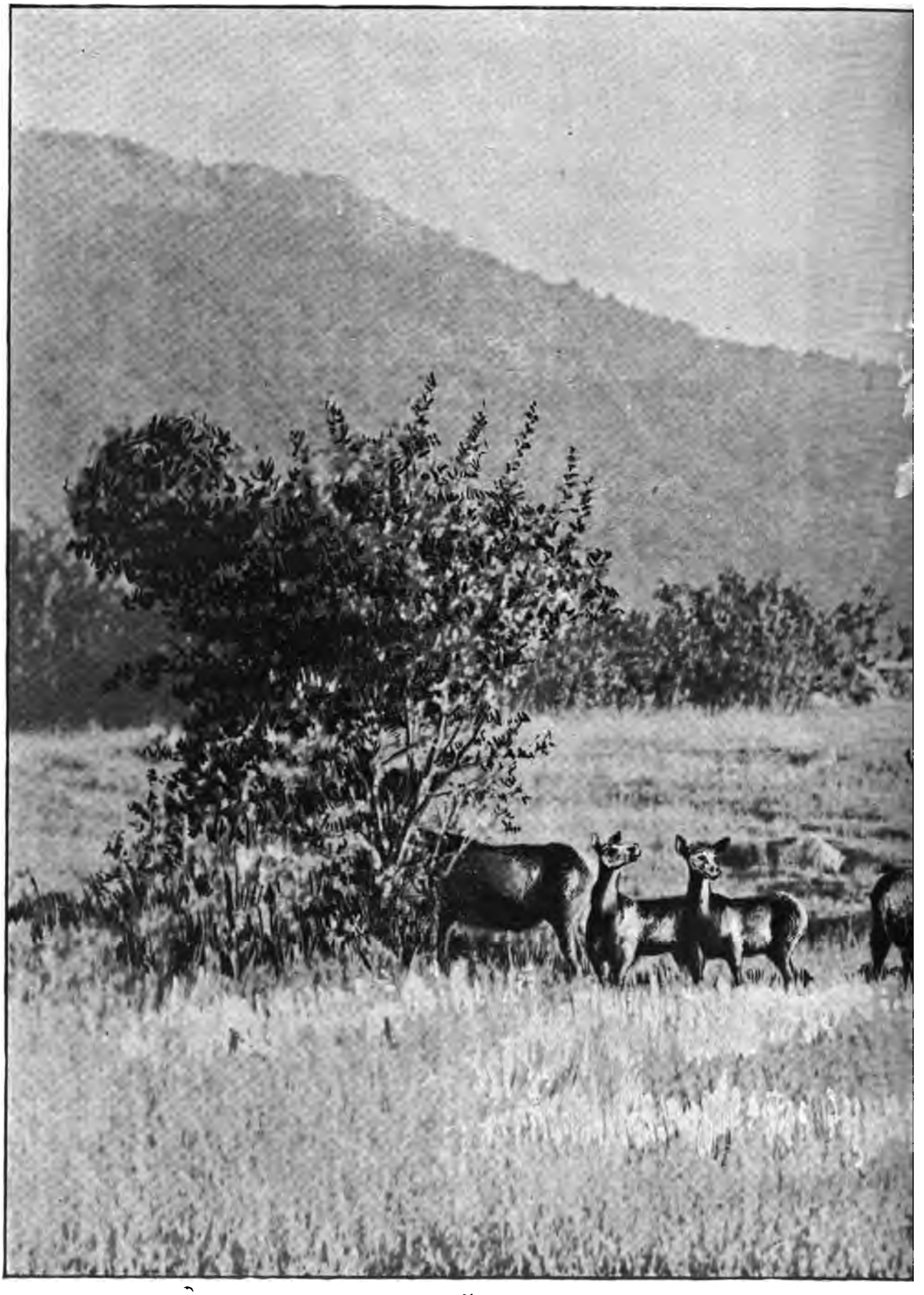
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FRANK B. WILLIAMS, *Marquette school, Chicago:* My chief aim is to eliminate schoolishness. I try to make the school one huge family, and establish that relationship between teacher and pupil which permits of instruction more important than that which may be gleaned from the text-books. We seek to free the child from every restraint, native or otherwise, that he may freely utter his mind and think independently.

DR. T. B. NOSS, *California, Pa.:* The education of a child is determined more by conditions out of school than within it. It is because of these out-of-school factors that most of our successful men come from the country, where school terms are short and school methods are not always the best. Those forces are most potent which result in most training. School exercises which fall short of forming good mental habits are useless, or worse.

SUPERINTENDENT J. F. KNIGHT, *LaPorte, Ind.:* I think it is generally true that a good supervisor of primary methods — a woman of age and experience, who does nothing else than to go freely among the teachers of the primary or the primary and grammar grades to guide, direct, and when necessary to assist in actual teaching — is an almost invaluable factor in a system of city schools. Very often a teacher who would become discouraged and lose her grip on the school can, by judicious help from such supervision, be led to see the road to success and to follow it.

MR. WINSHIP'S CONVERSATIONS.

WITH the current issue the name of this publication is changed to the AMERICAN PRIMARY TEACHER. It is also much enlarged, and is in consequence greatly improved. Last year was a year of greater success than any hitherto known by both the JOURNAL OF EDUCATION and the AMERICAN TEACHER. This was due to several causes, one of which was the fact that the editor-in-chief, Mr. Winship, came into full possession of the property, and in consequence made many improvements. The enlargement would have come in January, but for the fact that the year of this publication begins in September. This new year will be one of constant improvement in both papers.

The National Association meeting at Buffalo was the grandest in the history of the N. E. A. There were 10,000 teachers who paid their $2.00 membership fee. President N. C. Dougherty was universally admired as a presiding officer. Buffalo teachers were grand entertainers, and Superintendent Emerson was a prince among princesses in the entertainment. Ida C. Bender was "first lady" among the hostesses. In addition to all the entertainment and courtesies extended the thousands of visitors, nearly 1,000 of the teachers of Buffalo joined the N. E. A., enriching its treasury by nearly $2,000. The three great addresses of the week were by Booker T. Washington, who carried off all honors, and by Bishops Spalding, of Peoria, and Vincent, of Buffalo.

Milwaukee or Minneapolis will probably capture the meeting of 1897.

Hon. Charles R. Skinner, of New York state, is president for 1897.

The American Institute of Instruction, the oldest educational association of the world, met at Bethlehem, N. H. President C. W. Parmenter arranged a good programme, and perfected every detail. The White mountains were never more beautiful; the weather was perfect, and the teachers enjoyed the meeting and mountains with great relish. Albert E. Winship, editor of the AMERICAN PRIMARY TEACHER and of the JOURNAL OF EDUCATION, is president for 1897. The place of meeting is not decided upon.

All summer schools were very successful this year. Martha's Vineyard was at its best in programme and numbers. The perfection and permanency of all details is as great a surprise to students as it is creditable to the management. Glens Falls maintained its reputation for close attention to professional development amid pleasant surroundings. Clark University

was much larger than ever, and the enthusiasm of the students was greater. President Hall was, if possible, more admired than in previous years. Harvard enlarged its scope. maintained its scholastic leadership, and grew in members. Chautauqua profited greatly by the Buffalo meeting. In anticipation of this, the programme was strengthened and the numbers reached fabulous proportions. Mr. McMurry's new summer school at Buffalo was a distinct success, both in programme and in numbers. The university extension summer school at Philadelphia continued to do a high order of work for teachers, both in scholarship and in training. The various local summer schools under state direction in Maine, New Hampshire, Vermont, and Massachusetts were more successful and useful than ever.

All in all, it has been a vacation of much growth for teachers, and of professional progress.

HOW SHALL WE BEGIN?

BY SARAH L. ARNOLD.

THE vacation days have flown on swift wing. September brings us face to face with our work again. The sound of the school bell is heard in the land, and, obedient to its summons, — or in anticipation of its call, — the children gather from far and near, and assemble, with noisy glee, about the schoolroom doors. From the mountains and from the sea, from the old homes in the quiet country, or from the fun of the picnic or the camp, the teachers have returned to — what? An irksome duty that cannot be escaped? A humdrum routine that must be followed? A tiresome drudgery whose recompense is the monthly payment of dollars too few? A burdensome restraint within four walls with noisy children, when outside are the trees and fields, the brooks and the pastures, the friends and the good times? No, not to these. We look into the fresh young faces, bright with eager anticipation, and rejoice in our return to the work our hearts have chosen, — yes, in spite of the psychologies we will use the phrase. There is new enthusiasm in our new beginning, new love for the little ones, whose eyes look so trustfully into ours, new strength for carrying out our purpose to serve new hopes born of the rest and the good times, new consecration in our endeavors to lead the little feet in right paths. We have come back to our work renewed and recreated.



Now let us take hold of hands and look forward a moment, before we begin. Let us pause before we reach the threshold to consider the work of these first days. "Ah," says an enthusiastic teacher, "I believe it is a good plan for me to stop and take breath. I need time to collect my senses before I plunge into the schoolroom." We laugh at her merry speech, yet know the earnestness underneath. We cannot make a good beginning in our work if we rush from our vacation pleasures into our schoolroom duties. Our momentum carries us into the midst of problems for which we were not prepared, and in spite of our zeal, we must retrace our steps and begin over again. There are many collisions in the first school weeks that might be averted by a few hours' quiet thought before school opens. "I have learned that," remarks Miss Worthey, who has taught in city schools many years, "I find that I gain time by losing it. I always give the last week of my vacation to preparation for school. I engage my boarding place, get settled in it, unpack my trunk, put up my pictures, arrange my books, become accustomed to the ways of the house, visit my schoolroom, and make ready for my Monday's work before Saturday night. Then I can have a quiet Sunday and be sure of knowing my ground and being prepared for my work when Monday comes."

"Dear me," responds a bright-faced teacher, just home from the mountains, "don't you lose all your enthusiasm while you are going through that long process? What is the use of getting tired out before school begins?"

"No, I don't lose my enthusiasm," replies Miss Worthey, wondering how she dares talk so much, but impelled by the earnest faces about her. "Don't you see it is enthusiasm that makes me do it? It doesn't fizz as much on Monday morning, but it is ready for steady work. Of course, I am speaking of the way that is good for me. You may not need to convert your Pegasus into a work-horse, but I do."

A young teacher asks timidly, — "Will you please tell me just how you prepare your work for Monday? I am just beginning." There the jesting stops for a little, for we are all interested in those who are "just beginning," whose appeal is always for the "just how." Miss Worthey forgets herself in the thought of her young friend, and one after another joins in the talk, adding the fruit of her experience.

"You want to be acquainted with your schoolroom, — the way in and out, the windows, the closets, the desks, the seats. You need to know about the grounds, and the best way for the pupils to come in and go out."

"You must learn how many classes you are to have, and what the children have done before your coming."

"You should know something of their homes and habits."

"You must have an inventory of your books and slates, your busy work material, your tools of all kinds."

"It will help you to have your programme planned, and to have occupation ready for them all in the beginning. Yes, and you need to be your very best self that first day, for that day wins half the battle."

"You will need to be your best self every day, but there is special need of strong fortifications the first day."

Strange how we all forget ourselves in trying to help the young teacher. One helps her to outline her programme, one plans her busy work, another

suggests the method she has found helpful, and I hear another whisper, — "Of all things, don't worry. Only do your very best every day, and be sure you will learn to do better to-morrow. You will succeed. We all have traveled that way."

Oh, the magic in taking hold of hands! We are all the more earnest in our work because we are working together. And the young teacher forgets to be afraid as she listens to the helpful words of her fellow-workers.

Some one is saying, — "I think we should prepare carefully for our work, yet, after all, the details are of least importance. Whether we begin well or ill depends upon our ideals."

We urge her to go on, and she continues, — with some hesitation, — "I mean so much that my words seem to expess little.

"I believe that the method, the mechanism, the detail of our work shapes itself in accordance with our highest ideal. We aim to help the child to industry. Immediately we find something for him to do. That's busy work, if you please. We want skilled industry, so we select the work best adapted to teaching skill. We aim to lead him to emphasize the thought in the reading lesson and we will not chatter about diacritical marks. We long to see him noble and true and gentle, and straightway our discipline harmonizes with our ideal. We grow toward the thing we love and the thing we seek, we reach the end for which we strive. Preparation for the day is important, but our whole work will be determined by our ideals."

"If you come to that," some one suggests, — "our whole life is a preparation for our work, for our life is spent in growing ideals."

We all assent to her thought, — recognizing it in spite of her feeble expression. That thought lifts the work above the daily routine, — the programme, the outline, — and we are ready to hear a teacher whose serene face and white hair tell of long experience, when she leans forward to say, "'Tis the spirit that gives life. 'In what spirit am I working?' is the first question. The ideals must grow if the spirit is right."

The young teacher is listening eagerly. "How would you answer?" she asks earnestly.

"There is only one spirit, the spirit of loving service, which we would desire," the serene voice replies. "We are filled with love for the children, then we must serve them, and our longing to serve causes us to study the best means. Our ideals become higher as we study; our daily experience increases our love, lifts our ideals, confirms our knowledge. Yet all the time we are doing but one thing, — loving the children, — and so speaking the truth in love." The young teacher feels, though she does not quite understand. The older ones know that they, too, are just beginning. They have learned enough to know that there is much more to learn, and the child spirit of humility is with them all as they turn to their work.

"We shall do better work because we are working together," we say to one another. "We cannot forget that we are taking hold of hands."

CHILD STUDY IN PRIMARY SCHOOL.

BY BESSIE M. SCHOLFIELD AND RHODA A. ESTEN.

I. CHARACTER OF ENVIRONMENT.

1. *Parents.* — Nationality. Occupation. Culture.
2. *Home.* — Location. Hygienic Conditions. Æsthetic influences. Religious or moral influences.
3. *Companions.* — Brothers. Sisters. Playmates.
4. *Playground.* — Street. Yard. Garden. Woods. Fields.
5. *Possessions.* — Pets. Playthings. Books. Collections.
6. *Occupation Out of School.* — Has the child any regular work to perform? What form of play is most enjoyed?

II. PHYSICAL CHARACTERISTICS.

1. *Physique.* — Slight or sturdy, feeble or strong.
2. *Color.* — Of hair; of eyes; of skin (pale or rosy, sallow or clear).
3. *Health.* — Excellent, good, poor, fluctuating.
4. *Bodily defects.* — Deformed or maimed.
5. *Sense defects.* — *a.* Sight. *b.* Hearing. These defects are of how long standing, and are they due to illness, accident, or heredity?
6. *Motor Ability.* — Control of body. *a.* Voluntary movements. Direct or aimless, graceful or awkward, quiet or noisy, quick or slow. *b.* Automatic. Unconscious acts accompanying study or recreation.

III. CHARACTERISTICS OF TEMPERAMENT AND DISPOSITION.

Excitable or calm. Energetic or sluggish. Confiding or reticent. Sensitive or indifferent. Hopeful or sad. Yielding or stubborn. Timid or courageous. Generous or selfish.

IV. MENTAL CHARACTERISTICS.

1. *Perception.* — Quick or slow. Accurate or inaccurate in regard to color, form, number, pitch, rhythm, location.
2. *Memory.* — Events: Distinct or indistinct. Accurate or modified by imagination. Verbal: Accurate or inaccurate.
3. *Imagination.* — Feeble or active. Creative or imitative as shown in play, picture-making, or stories.
4. *Feelings.* — Affections. For people, for animals. Fears.
5. *Will.* — Power of attention. Self-control. Impulsive, or thoughtful, reflective. Power of choice. Prompt or vacillating. Obstinate, resolute, or changeable in purpose.
6. *Power of observation.* — Accurate or inaccurate.
7. *Expression.* — Does the child express his whole thought or only a fragment of it? Vocabulary: Large or small. Rich or scanty in imagery. Is the child predominantly thoughtful; imaginative; emotional; active; or are all three well balanced?
8. *Manners and morals.* — Obedient or disobedient. Tidy or untidy. Careful or careless. Persistent or easily discouraged. Polite or rude. Truthful or untruthful. Humane or cruel.

INDIAN CORN.

BY W. L. GERMAN.

SCHOOLROOM MATERIAL.—It is suggested that the teacher have a sufficient number of ripe ears, that there may be personal investigation by the pupils. In addition to this, several stalks, with roots, should be brought into the schoolroom. Let these stalks be pulled when the ears are at different stages of maturity.



Plate I

I. *Study of the plant as a whole.*

(*a*) Average height. (Pupils measure.)
(*b*) Diameter of stalk at base.
(*c*) Kind of roots, length, etc.
(*d*) Number of joints in stalk.
(*e*) Where the leaves are borne.
(*f*) How the leaves are arranged on the stalk,—alternate or opposite.
(*g*) Length and width of leaves.
(*h*) Veining of the leaves.
(*i*) How the leaves are attached to the stalk.
(*j*) Where the ear is borne. (At a joint and in the axil of a leaf.)
(*k*) The covering of the ear.

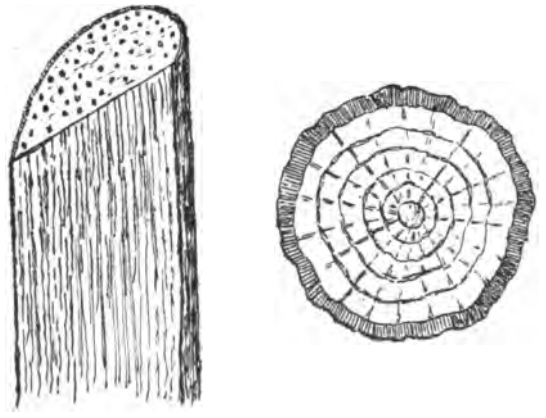


Plate II.

II. *Study of the stalk.*

A dry stalk is better for the study of stalk structure than a green one. Make both vertical and cross sections. For the sake of comparison, have sections of the apple, oak, or any other convenient wood. Let these be of wood old enough to show the concentric arrangement of layers.

(*a*) Has the cornstalk a bark?
(*b*) With a knife separate the hard exterior of the stalk into its separate fibres.
(*c*) Where is the pith in the apple or oak?
(*d*) Where is the pith in the cornstalk?
(*e*) Examine the structure of common plantain and elderberry.
(*f*) Is the cornstalk like the plantain or the elderberry?
(*g*) What is the significance of the rings or layers in the oak?
(*h*) Has the cornstalk these rings?
(*i*) Which ring or layer in the oak is the oldest? (The inner.)
(*j*) Does the oak grow from the inside, out?
(*k*) Where is the firm, hard wood of the oak? of the cornstalk?
(*l*) Can you peel the outer covering of the stalk as you can the bark of the oak?
(*m*) As to structure, how many types of flowering plants have we?

At the option of the teacher, the words exogen and endogen may here be presented. The word exogen, meaning outside grower, is applied to such plants as the apple, oak, etc., which increase by seasonal layers from the inside. Examples of familiar endogens are asparagus, rattan, palms, etc. By examination it can be shown that parallel venation is a marked characteristic of endogenous growth, and by the study of seed germination that all endogens are monocotyls.

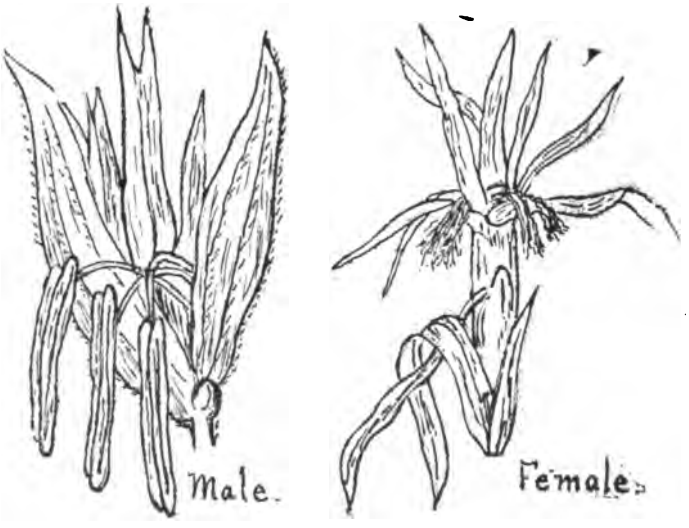


Plate III.

III. *Study of the flowers.*

For this study, select a stalk upon which the ear has advanced to that stage in which the silks protrude. At this stage pollen dust will readily fall from the loose panicle at the top of the stalk. Corn is really one of the grasses having monœcious flowers;

i. e., it has both staminate (male) and pistillate (female) flowers. In most flowers the stamens and pistil or pistils are grouped within the floral envelope of the same or individual flower. In the willows, poplars, box elders, meadow rues, etc., the staminate flowers grow upon one plant and the pistillate upon another.

(*a*) Point out the organs (calyx, corolla, stamens, and pistil or pistils) of some familiar flower.

(*b*) Examine the flowers which are found in the panicle at the top of the stalk.

(*c*) How many stamens are found in each?

(*d*) Tear off the sheathing leaves of the spike or "cob" which bears the pistillate flowers.

(*e*) Examine the silky threads of the tassel, which are the styles of the kernels or pistils.

(*f*) Where are the silky threads attached to the kernels?

(*g*) Has each kernel a thread?

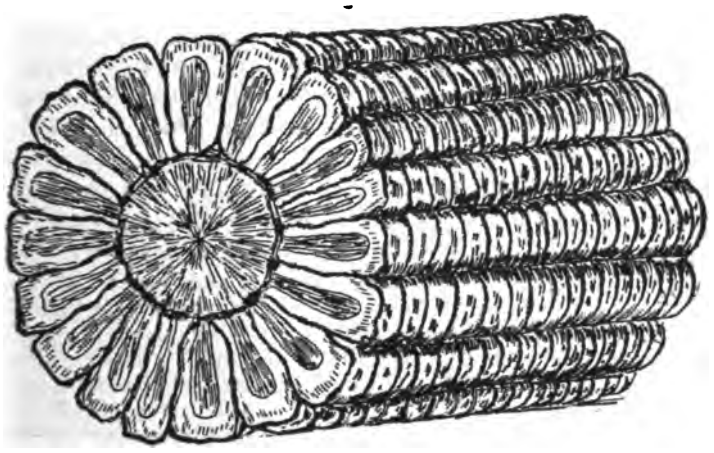


Plate IV.

IV. *Study of the ripened ear and the kernel.*

(*a*) How are the kernels arranged on the cob?

(*b*) How many rows of kernels are there?

(*c*) Are the number of rows of kernels always even?

(*d*) Examine the embryo within a kernel of corn. The embryo is the rudimentary plantlet within the seed.

(*e*) Compare the embryo of corn with that of the bean, in which all within the seed husk is embryo.

(*f*) The embryo of the kernel of corn is surrounded in part by the albumen or stored food of the seed.

(*g*) In the bean the food is stored in the cotyledons of the embryo.

(*h*) Seeds are of two kinds,—albuminous (having albumen) and exalbuminous.

(*i*) Corn is albuminous, the bean exalbuminous.

(*j*) Which is the pea; the almond; the peanut; wheat, etc.?

V. *Uses of corn, husks, stalk, etc.*

(*a*) The kernel ground forms Indian meal.

(*b*) The kernel hulled forms hominy or samp.

(*c*) The green ears are often boiled and sometimes pickled for table use.

(*d*) The kernel yields "Oswego," or corn starch.

(*e*) Sugar and a spiritous liquor have been obtained from the tender stalk.

(*f*) The young leaves and stalks are fodder for cattle.

(*g*) The stalks are used for fuel, thatch, and in making baskets.

(*h*) The husks are used in stuffing chairs, saddles, etc., in packing oranges and lemons, and in the manufacture of paper.

These are subjects with which the child is more or less familiar. Encourage the children to express freely their thoughts about them, aiding and guiding them in their use of words. After the discussion, select certain topics for written work, the topics being adapted to the nature and interest of the pupil. Girls would enjoy these: "How to make corn bread," "How our grandmothers made and cooked hominy"; while boys would doubtless take more interest in this: "Where thatch roofs are used and how they are made."

VI. *The planting and care of corn, etc.*

Best soil for the cultivation of.
Manner of planting.
The care of.
The husking, storing, and shelling of.
How ground by the Indians.

VII. *History of corn, literature, etc.*

(*a*) Pictured in an ancient Chinese book.

(*b*) Some grains discovered in the houses of Athens.

(*c*) Early explorers of America found it cultivated by Indians.

(*d*) Carried by Columbus to Spain in 1520.

(*e*) "Autumn" and "Blessing the Cornfields," from the "Song of Hiawatha,"—Longfellow.

(*f*) "The Huskers," "The Corn Song," and "The Pumpkin,"—Whittier.

(*g*) "Sella,"—Bryant.

VIII.—*Suggested subjects.*

Comparative importance of corn as a food.
The varieties of corn.
Where corn is cultivated.
Comparative value of the corn crop.
How whiskey is made from corn.
How corn starch is made.
Difference between maize and broom corn.
Difference between maize and sugar cane.
The cut worm and other pests of corn.
(See United States Agricultural Reports.)
The food of the Plymouth and Jamestown colonists.
The meaning and origin of the word "corn."

Mottoes should adorn the walls of the schoolroom.

Blackboards should begin the day neat and clean.

Every child has notions enough. Only the well-taught child has *clear* notions.

The foundation for all good work in grammar should have been laid in the early language lessons. One should know how to *use* language long before he knows *why* it is correct to use it thus.

Primary School Reading.

WHAT CHILDREN SHOULD READ.—(II.)

BY MRS. ALICE COOLEY,
Superintendent Primary Schools, Minneapolis.

GIVE them, both in prose and rhyme, the stories that have the "poetic touch"; for children are born poets. Why crush the poetry out of their lives? Along with the stories that people their world with imaginary beings, give them the more wonderful, true story of life and growth. Christ taught in parables. Be sure the truth is there, and children will find it.

"The Story Hour," by Kate Douglas Wiggin and Nora Smith, is a collection of fourteen stories for children, with an introduction full of suggestions to parent and teacher. Here is one sentence quoted entire: "The old, old stories will do; stories of love and heroism and sacrifice; of faith and courage and fidelity." These will always, from first to last, include the never-old Bible stories, of which, naturally told, children never tire. Mothers will find delight for the very little ones in "Baby Land" (M. M. Dodge), "Classics in Baby Land" (Clara Doty Bates), and "Beautiful Land of Nod" (Ella Wheeler Wilcox). "In the Child's World" is a book of more than 300 wisely-selected stories and poems, collected and arranged by Emilie Poulsson. They tell of nature and child life, of fairy land and real land. "Whatever the kind of story, its spirit and influence have been paramount," says the author. As we read the beautiful stories that charm children and child lovers, we feel the truth of her words. An added value is given to the book by the list of references to related reading. Add to this Whittier's editions of "Child Life in Poetry" and "Child Life in Prose," and you have a mine of pure gold which will never be exhausted. Among other choice books of the same nature are "Stories Told to a Child" (Jean Ingelow), "Rainbows for Children" (Lydia Maria Child), "Stories for Home and Kindergarten" and "Kindergarten Stories and Morning Talks," by Sarah E. Wiltse. She speaks from long experience when she assigns to the story a leading place in the child's education. "Cat Tails and Other Tales" is a charming little book by Mary Howliston, of twenty-seven imaginative nature stories, each clothing a truth in fancy dress. Hans Christian Andersen children know as one of themselves, so guileless and childlike was his nature. His "Fairy Tales" will never grow old.

Of poetry there is no lack. Is not the truest poet nearest to the heart of a child? We have already mentioned Whittier's collection. Another good one is "Eliot's Poetry for Children." Always in demand are: The Cary sisters' "Ballads for Little Folks" and Celia Thaxter's "Poems for Children." Here we find the old favorites, "Little Gustava," "Piccola," and "The Little Sandpiper."

> "For are we not God's children both,
> Thou little Sandpiper and I?"

In the sixteen collections here given the stories and poems for the little ones are culled from the best literature of the world, by men and women of recognized literary ability, as well as sympathy with child life. They will prove an ever-flowing fountain of inspiration and joy; for we all know how, day after day and night after night, the little ones beg us to tell again the stories and poems they love. How eagerly and emphatically they correct us when to-night's version differs from last night's, and this is well. Why not heed this hint of nature and let it teach us to absorb a few of the best books, until their beautiful thoughts are really a part of ourselves? As the child grows older, give him, now and then, a book for his own — a book worth reading and re-reading. This will mean a rich harvest in the ripening time. In the next chapter will be found a list of books worthy of a place in such a library.

III.

Having left the Bible and Bunyan's "Pilgrim's Progress" among our "central stories," let us outline a few of the delightful paths in which we may wander. These paths, however, so cross and interlace that, following one, we shall often find ourselves in another. In a general way, we may name the three main paths, stories of human life, the true stories of nature (natural science), and stories of fancy. Branches of the first are pictures of life in foreign lands, including travels and descriptive geography, and history, including biography. The third part is a network of three: Fancy, fairy land, and mythology.

Look at the many sweet, simple, natural stories of child life. Kate D. Wiggin's "Little Ruggleses," of "Bird's Christmas Carol," and "Patsy," really live in many a child's world to-day; and very close to our hearts creeps dear little "Timfy" of "Timothy's Quest." Then there are "Little Lord Fauntleroy," "Little Saint Elizabeth," and "Sara Crewe," who have been given to us by Frances Hodgson Burnett.

"Five Little Peppers and How They Grew" (Margaret Sidney). The child that has them for playmates and grows with them will want to follow "Five Little Peppers Grown Up." Mary Mapes Dodge is well known as a children's favorite. Her "Hans Brinker" gives a very vivid picture of child life in Holland.

The "Seven Little Sisters Who Live on the Great Round Ball Which Floats in the Air" (Jane Andrews) has deservedly been called a classic. Sophie May's "Dotty Dimple" and "Little Prudy" stories will recall to many a mother her own delight in them when she was a little girl; as will Louisa M. Alcott's "My Boys," "My Girls," "Little Men," etc. Sarah Orne Jewett's "Play Days" must not be omitted. "'Prue and I' (G. W. Curtiss) is one of the first books I should put into a child's library," says Mary E. Burt. Don't forget "Captain January" and "Melody," by Laura E. Richards, nor "Jackanapes," "Story of a Short Life," and "Mary's Meadow," by Mrs. Ewing, nor "What Katy Did," by Susan Coolidge. "Young Folks Worth Knowing," from Pansy, is a book of sketches of the life of children, including Helen Kellar. "Being a Boy," by Warner, portrays a boy's life on a New England farm.

And there is that inimitable "Story of a Bad Boy," by Aldrich, mainly his own autobiography.

A Bit of Geography. — (III.)

Write as much as you can, and as well as you can, in one sentence of each of the following: —

New Jersey. — Peaches. Trenton. Asbury Park. Jersey City. Cape May. Camden. Vineland. Newark. The large railroads. Orange. Princeton College. Elizabeth. Long Beach.

Delaware. — Its size. Wilmington. Its crops. Oysters. Delaware river. Dover. Its boundaries. Thomas F. Bayard. Lord Delaware.

Maryland. — Baltimore. Annapolis. Johns Hopkins University. Boundary. Oysters. Harper's Ferry.

September. — First Grade.

BY FLORA F. COOKE.

This is September.
The air is cool.
The sky is blue.
There is dew in the morning.
The grass is green.
The leaves are green.
The fruit is ripe.
Some seeds are ripe.
Asters are here.
Sunflowers are here.
Goldenrod is here.
We see many butterflies.
We see grasshoppers, large and small.
We see ants in the sand.
We see caterpillars eating leaves.
We see earthworms in the loam.
We see robins and bluebirds.
We hear the woodpeckers and thrushes.
We see the blue-jays and sparrows.
We feel the northwest winds blowing.
We see the soft, white clouds.

— *C. C. N. S. E.*

Books Helpful in Animal Study.

BY C. B. SCOTT.

1. Morse's First Book of Zoölogy. — American Book Co. $.90
2. McCook's Tenants of an Old Farm 1.50
3. Colton's Practical Zoölogy. — D. C. Heath & Co. 85
4. Our Common Birds and How to Know Them. — Charles Scribner's Sons 1.50
5. Ballard's Moths and Butterflies. — George Putnam's Sons 1.50
6. Entomology for Beginners. — Henry Holt & Co. 1.40
7. Guides for Science Teaching. — D. C. Heath & Co. ——

No. 1 is general, very simple, definite, and practical; particularly helpful in study of snails, clams, and insects.

No. 2 relates to habits of insects and spiders.

No. 3 is a manual for study of structure.

Nos. 4, 5, and 6 are most helpful in the study of birds, moths, and butterflies, and insects, respectively.

Under No. 7 are included a series of guides, varying in price from ten cents to one dollar, helpful mainly in the study of structure.

NATURE STUDY FOR SEPTEMBER.

BY A. C. BOYDEN,
Bridgewater Normal School.

FLOWERS IN THE SCHOOLROOM.

THESE can be collected by the children from day to day, and the teacher can aid in their arrangement in such artistic ways as to beautify the room. These contributions will include both wild and cultivated flowers, which are renewed with fresh varieties as the season progresses. They assist in the care of the bouquets that the floral visitors may be thought of as regular members of the school sessions. It is wise for the children to be encouraged in contributing potted plants of various kinds to remain during the term or year. These beautiful surroundings directly lead to that sympathy for natural objects which is the foundation for all true nature study. A little care in selecting plants having a variety of leaf and flower, as well as different habits of growth, will aid in extending this influence, by showing nature's manifold ways in doing her beautiful work.



In the morning talks let the children tell where they found the flowers growing, as a means of calling attention to their natural surroundings and as a stimulus to the search for flowers in their homes. The attention should be called to the value of flowers in beautifying the country road or city park, so that the eyes will hereafter notice such things with a new interest, and a new feeling will stir the heart.

LISTS OF FLOWERS.

Lists of the flowers collected or recognized may be placed on the blackboard. They serve to introduce the flowers by name to us, and help in fixing the names for future use. Affixing in some way the color of the flowers aids in recalling the appearance as the eye runs over the names. If the list is continued into the late fall, the hardier flowers will be noticed, and an occasional reflowering of some spring plant will be found. All of these things keep the eyes on the watch, and the thoughts busy on plant life.

Among the more common will be the yellow mullein of the dry fields, the yellow and orange "butter-and-eggs" found along the roadsides, the brilliant gentians, and cardinal flower. The composite family will probably contribute the most specimens, — the small fall dandelion growing along the roadside, the purple asters, a variety of goldenrods, the white yarrow, chrysanthemums, and sunflowers. Dana's "How to Know the Wild Flowers" (Scribner's) will be found very valuable by the teacher in quickly determining the names and habits of the flowers as brought in by the children.

COLORS OF THE FLOWERS.

To cultivate still further the appreciation of the beauty of the flowers, let the children select the colored papers that will match the colors of the leaves and flowers. These papers may be mounted (under the teacher's direction) on cardboard, to hang beside the flowers for the day. This impresses the thought of the variety of colors and of the harmony of coloring in each plant. Children in the upper primary grades can aid in pressing some of the flowers, to be mounted on the cardboard with the colored papers beside them. These may hang in the room for a time, by the list of flowers, as another means of interesting the children in the local flora.

Some literary selection will aid in impressing this truth of the beauty of the flowers in autumn: —

"Tell me, sunny goldenrod,
Growing everywhere,
Did fairies come from fairyland,
And make the dress you wear?"

WORK OF THE FLOWERS.

A simple way to bring out this truth with the youngest children is to have them trace by observation the life of a flower,—the growth of a separate flower stem with green buds upon it, the gradual opening of the green leaves, the unfolding of the colored flower leaves enclosing the stamens and pistils. The yellow powder (pollen) on the stamens shows that the flower is ripe, and the bees are busy getting the honey. Gradually the flower leaves fade and fall off; the stamens soon follow their example, and the green fruit begins to appear. The fruit increases in size till it is ripe, often changing color; then it splits open, and the little seeds escape to the ground, to be ready to make new plants next spring. Thus, in simple form, the life history of the plant is thought out by the child, and what he sees in one case he is led to find all about him in other plants. The collection of dry fruits containing seeds will emphasize the thought.

On the back of the fern leaves which the children gather are found the rows of little brown pockets, from which can be shaken the powder, that will fall to the ground and prepare new fern plants. Even these plants, without any flowers, are doing the same work of preparation for new plants.

PARTS OF THE FLOWER.

In the second and third years the parts of the flower can be examined more carefully for the purpose of expanding the truth already gained. Garden nasturtiums are easily obtained in such numbers that each child may have one to examine. As the first exercise, he should be encouraged to tell just what he sees as he sees it. He will not report the facts in the expected order, but slight guidance will direct him toward the important points, and names may be given as needed (also written on the board). In the nasturtium the following may be observed: A yellow cup holds the other parts of the flower. It is cut into five pointed parts (sepals), and it has a long, yellow spur on the under side. There are five large orange (?) flower leaves (petals) set in the cup. Three of them have long stems, and the same three have fringes on the inside; the other two have long, dark lines pointing down into the spur. By careful search, eight stamens can be counted in the cup, each with a thick part on the end. Some are long and some are short. Probably on one only will be found the powder (pollen), which can be rubbed off with the finger; in the others it is not ripe. In the middle is found another stem-like part (pistil), with no thick part on the end.

After the children have told all they can see and think, use a few moments to think of the use of the parts,—the cup, to hold the other parts; the spur, to hold the honey for the bees and butterflies (if not seen, suggest the watching of insects on a bed of nasturtiums). The bright colors attract them, and the dark lines point to the honey.

At another lesson, review the observations by teaching the children to use the new names in oral sentences. A few of the best can be written on the board for reading and copying. Still another language exercise may be conducted by writing a list of words on the board, to be put into written sentences. Later they can be read aloud. Meantime the children will be looking for these same parts in other flowers which they collect, and a little guidance will lead them to use the names as they talk about the flowers.

By bringing in the flowers at different stages, the steps in forming the seeds can be noticed,—the ripening stamens; the withering sepals, petals, and stamens; the lengthening pistil, with the fruit forming at its base; the final formation of the three-parted fruit, with its seeds. Another series of language exercise will naturally follow, and specimens of ripening fruits will be collected.

In the third year the toad flax, or "butter-and-eggs," is another flower which can be examined on the same plan, and it can be sketched and colored. More extended descriptions can be written from lists of words, or from a series of questions. The latter serve somewhat as a guide in the formation of the sentences. These papers will show the teacher what further observation or drill is required. Dictation exercises are excellent means of drilling on the language points.

In the fourth year a more careful study of the flower and its development is desirable. If the nasturtium is used, the following facts will be found, but the same plan may be used for any available flower. The calyx is distinguished, and the children are asked to tell as many facts as they can observe (the calyx is a cup, five parts with sharp points, sepals; three upper sepals extend into a spur, all are yellowish). The corolla is distinguished and studied in the same manner (five colored petals, attached to the cup, alternating with the sepals, two in one set, three in the other, the latter fringed and with stems). The stamens are found and counted, their length noted, the anthers described, and particular attention is paid to the one that has ripened pollen on it. The pistil is separated from the stamens and its position noted in the middle of the flower. The use of the calyx in holding the other parts and in protecting them in the bud is thought out, the bright colored flower leaves with their odor and honey is seen to attract the in-

sects, the stamens produce the pollen which is carried by the bees to the pistils of other flowers, and the pistil will be seen to produce the fruit. The teacher will need to tell simply the work of the bees in carrying pollen from one flower to another, and its work in forming the fruit. (Bergen's Botany.)

A simple outline written on the board will serve as a basis for the language paper, a paragraph being written on each: —

Calyx—sepals. Stamens—anthers—pollen.
Corolla—petals. Pistil—

A short dictation exercise preceding the paper will give an example of the plan of description.

The changes in the flowers will be traced and particular attention given to the pistil; it increases in length, three branches are distinctly seen on the tip of which the pollen falls as brought by the bees, while the ovary expands into a three parted fruit; finally the upper part of the pistil dies, and only the fruit is left with its seeds. For this a subject may be selected as the basis of the language paper — "How a Flower Changes into a Fruit," or "The Story of a Flower." This study is of special value when it stimulates to the finding of other flowers that are changing in the same manner, and thus a truth of nature is discovered. A collection of these fruits is a natural consequence of the interest that has been stirred.

INSECTS AND FLOWERS.

The children should be encouraged to watch the insects that visit the flowers and quite a list may be made — bees, butterflies, flies, beetles, ants, etc. A more careful watching may tell how they get the honey from the flowers — a butterfly kept under glass on some flowers may show his long, spiral tongue by which he reaches down into the deep tube flowers, or flowers near the open window will invite insects, and their movements may be watched. Their success or failure in reaching the sweets may be apparent, and the reason is at once sought. The teacher may supplement the observation by telling the story of some insects and the flowers.

"Buzz! buzz! buzz!
This is the song of the bee.
His legs are of yellow;
A jolly good fellow,
And yet a great worker is he."

[For the rest of this attractive poem see Lovejoy's "Nature in Verse," p. 140.]

DESCRIPTIONS OF FLOWERS.

In the grammar grades this work will expand into a more extended description of the whole plant, that its plan of growth may be found.

A bouquet of nasturtiums on the teacher's desk suggests the thought of studying this plant to see what it teaches us. Specimens will be needed, a whole plant with its roots carefully pulled, and some leaves with stems attached, as well as the flowers. Where and how it grows, and how long it lives will be questions for outside observation. At the next exercise we are ready to report and to begin our observations of the parts. In order to see the most we will draw the parts, the children tell what they see, and the teacher directs in the drawings — the leaf-stem (petiole) in its position; the blade of the leaf, its shape, margin, number and arrangement of veins. This exercise closes with a few thoughts as to the arrangement of the leaves by which each one holds itself out in the sunlight for the growth of the whole plant.

In a similar manner a pictorial drawing of the whole flower is made and colored if desired; this suggests a few words on the various colors produced by careful cultivation. The separate parts of the flower are now drawn, that the plan of the flower may be more evident, and names are given which are written beside the parts. It is seen that these names will help us in describing other flowers; that the parts are arranged in circles; that there are two sets of flower leaves fitted to protect the inner parts and attract insects by their color, odor, and nectar; that there are two sets of stem-like parts, stamens and pistils, whose exact work is to be watched. Other drawings will show the pistil with enlarged ovary, and the final fruit.

The following may be read and explained to the children as they hold the flowers in hand. If desired, it may be dictated later and added to the papers on this flower: The nasturtium has the honey at the base of the spur. "This is a feast prepared for the butterflies. When one of them visits the nasturtium, he perches on the lowest petal, which projects forward and forms a convenient alighting-board for him. Standing there much at his ease, he can push his long proboscis into the bottom of the spur, and in so doing he must brush against the stamens, which, when ripe, project beyond the mouth of the flower tube. Some pollen adheres to his velvety head, and when he visits another nasturtium he will probably run against the pistil in such a way as to leave part of his load of gold-dust upon it. He thus acts as a messenger for the nasturtiums, and honestly earns the nectar which they bestow."

A written description may accompany the drawings, according to an outline of points: —

Where and how it grows.
Root — kind, size, rootlets.
Stem — color, length, form, surface.
Leaves — arrangement, color, form, surface.
Flowers — arrangement, colors, parts.
Fruit — color, parts, seeds.

One such plant carefully studied reveals the general truths about flowers that can be applied to any extent.

In another grade the toad flax may be studied in a similar manner.

Smooth, erect stem; narrow, alternate leaves; calyx with five parts; yellow and orange corolla with two lips and a spur. Four stamens and one pistil. "The blossoms are bright yellow, all except the little pouting lips, which are orange colored. By pressing gently at the corners of the mouth we can force the lips apart, and then we see that the stamens and pistil are well inside in a position corresponding to that of the tonsils, while the honey is down the throat. The lips close firmly over the pollen and honey, and a small creeping insect is quite unable to force an entrance between them. The bee is the wished-for

guest, to whom all barriers yield. When she comes to call she alights upon the lower lip and her weight causes it to drop. Then she sees two bright golden bands running along the palate of the flower. They guide her attention to the mouth of a deep pocket, in which the honey is stored, and in order to reach it she must jostle the stamens, which stand directly in the way. Then she flies off, pollen laden, to another flower, while the lip, relieved of her weight, springs back and silently closes."

THE COMPOSITE FAMILY.

This is one of the largest families of flowers which the children will meet. In the upper grammar grades some study of this family is possible. Collections may be made and specimens pressed in making up a class album. In each case the locality of growth is indicated as well as the name and date; also some appropriate quotation may be added. They may be grouped upon some such plan as the following: —

(Weeds) fall dandelions, thistles, yarrow, burdock, flea-bane, goldenrods, tansy, (ornament) asters, dahlias, chrysanthemum, sunflower, (useful) lettuce, chicory, chamomile, etc.

A goldenrod may be studied as a type, according to the plan already suggested.

Introductory out of-door observation: —

Habit — roadsides, fields, woods; late summer and fall; perennial herb.

Root — many roots from underground stem, thick roots at the axis of the main stem.

Observation of specimen as basis of a sketch: —

Stem — erect, stout, hairy, two to six feet high, branching near the top.

Leaves — alternate, lance-shaped, sharply toothed, and pointed (rough).

Flowers — yellow, small flower heads clustered along the branches which spread from upper part of the stem, short rays. Two kinds of flowers, disk and ray flowers. Small seeds.

Written description from outline, with appropriate literary selection.

Comparison with the asters reveals a somewhat different arrangement of flowers — dense heads surrounded by a set of scales (bracts) that give it the appearance of one flower. The yellow centre is composed of very many tubular flowers, each with its separate parts, while the ray flowers are arranged in an attractive way around the disk, each with its pistil, but no stamens. By investigating with a pin these parts can be found. The following description will set the children watching with eager interest: "The stamens seem to have literally laid their heads together to keep the pistil in restraint, and to prevent it from using any pollen except what is made at home. But the pistil wants sunshine and liberty, and stretches itself in its little golden prison, pushing the mass of pollen up before it, till the prison roof bursts. Then out springs the pistil, driving the pollen before it in a little cloud. If a fly has alighted close by, he receives a liberal sprinkling. With this unexpected and rather overwhelming donation he creeps or flies to another floret, or, better still, to another plant. Thus the little floret makes sure of setting its little seed by imported pollen only."

The fall dandelion differs from the previous in having only strap-shaped flowers clustered in the heads. Each flower has its bristles (calyx), corolla, stamens, and pistil. The growth of the bristles to help scatter the seeds is a very interesting observation. A simple comparison with the other members of this family will bring out the common characteristics. "The flowers thus joining forces are more likely to attract insects. The chance of getting honey from so many flowers at once is greatly appreciated by insects; and their visits are more likely to be effectual, since the chances are that one alighting will touch many florets. No wonder, therefore, that "composite flowers," as these are called, are a very wide-spread and successful family." (Hardinge's "With the Wild Flowers.")

The result of all this study is to bring the children into sympathy with the flowers, to lead them to observe more closely that they may find out some of nature's secrets. Some phase of the work will be sure to find each child.

"To him who, in the love of Nature, holds communion with her visible forms, she speaks a various language."



BORDER DESIGN.

[To be combined with design on page 24.]

CO-OPERATIVE INFORMATION.

IN line with "Vice and Virtue in Composition" in the TEACHER, a subscriber suggests the following plan for mutual aid to teachers and pupils, which the TEACHER will be gratified to carry forward: —

1. The TEACHER to keep standing in one of its columns (or publish at stated intervals) a list of schools, with name of principal, town, and state, willing to enter upon the scheme.

2. A pupil of any school on this list may write to any other school on the list asking for information concerning something in the vicinity of the pupil receiving. The letter of inquiry shall be sent only on approval of the principal of the sending school, directed to a pupil of the receiving school in care of the principal. The principal of the receiving school shall refer the letter to a pupil of his school for answer, subject to his approval.

3. Each inquiry shall state name, age, and grade of writer, and his or her school address, and shall carry with it return postage.

If enough schools will take part, A. of Brooklyn can, for instance, have his pupils write to Vermont

asking about maple sugar or marble quarries, to Mississippi about cotton growing, to Iowa about corn raising, etc. In return, it will do his pupils good to find out and write about the statue of Liberty, Coney island, Central park, the Brooklyn bridge, etc.

The children, in writing these letters, either of inquiry or information, will have an interest and a feeling of reality that they will be able to get in no other way.

CO-OPERATIVE INFORMATION LIST.

"Brooklyn Bridge," "Central Park," "The Statue of Liberty," etc. — Brooklyn, N. Y., grammar school No. 76, F. B. Stevens, principal.

"General John Stark," "Battle of Bennington," "Franklin Pierce," "Home and Boyhood of Daniel Webster," "The Manufacturing Interests of Manchester." — Manchester, N. H., Hallsville school, William H. Huse, principal.

"Parks," "Lake Traffic," "Water Supply," "Cattle Yards," "Sewerage System." — Chicago, Marquette school, Frank B. Williams, principal.

"Ice Cutting," "Salmon Fishing," "Shipbuilding." — Bangor, Me., Union school, Mr. Tilton, principal.

"Iowa Industries," "Pork Packing," "River Navigation," "Corn Raising." — Sioux City, Ia., William M. Stevens.

"The Chinese of San Francisco," "Fruit and Flowers of California," "The Harbor of San Francisco." — San Francisco, Lincoln school, Mr. Hamilton, principal.

AN AUTUMN EXERCISE.

BY ELLA M. POWERS.

IN the autumn days the teacher will devote a little time to the study of the grains. (For suggestive talks on grain see AMERICAN TEACHER September, 1893.)

On some Friday afternoon let the pupils give the following exercise on grains: —

[A pupil may be seated in the centre of the platform representing a judge. By his side is a crown of autumn leaves, late flowers, or berries, and also a sceptre.]

Enter six girls. (Two have branches of autumn leaves, two have baskets of fruit, and the remaining two have baskets of nuts.)

All come in singing the following, to the tune, "There's Music in the Air": —

The leaves of autumn gayly
Dance in the frosty air,
The leaves from shade trees falling
'Mid nuts and fruits so rare.

Elm and maple, here we come,
Nuts and fruits from hills and plains,
Join this happy autumn throng
To crown the King of Grains.

Enter six boys, each carrying a small basket or sheaf of the grain of which he speaks.

All sing to the air, "My Bonnie": —

From grain fields all over this country,
We come on this autumn day fair.
Our oats and our barley and rye sheaves,
Our wheat and our rice we now bear.

Waving, nodding,
Swinging and swaying from day to day;
Growing, ripening,
With never a moment's delay.

Judge steps forward, saying: —

Welcome grains, from far and near!
To-day we'll choose our king;
Relate your virtues, tell your praises,
The good to man you bring.

Oats. — (First pupil.)

From Scotland's mountain-bordered lakes,
I bring man famous oaten cakes.
Oats for strength, none can compare
With wholesome oats, so good and fair.

Barley. — (Second pupil.)

Older than other grains am I,
Far in the past my birth is hid;
I nourished man long years before
The building of the pyramid.

So to the barley give your crown,
The king of grains I now would be;
Think of my age, my strength, renown:
You can't refuse the crown to me.

Rye. — (Third pupil.)

From Russia's great rye fields I came,
Few grains have earned my honest fame;
The Germans and the Swedes rely
Upon my bread of sweetest rye.

Wheat. —

From Egypt I have traveled wide,
Fed millions here and there beside;
The richest, finest, best you eat
Is made from my ripe heads of wheat.

Rice. —

I came to you from the far East,
From China and from Hindoostan;
And now in all the southern homes
I'm called the king of foods for man.

Corn. —

Bring cakes of Scotland's oatmeal gray,
And Germans barley brown,
By all the rye of Russia lay
The wheat of Egypt down;
And pour the rice of East and South,
From Amalthea's horn,
Their savor shall not tempt a mouth
That knows good Indian corn.

— *T. Brown, in Youth's Companion.*

The trees. — (Girls all recite together.)

No seed, where labor is not free,
Can yield such life as yields
The golden grain of liberty,
That crowns Columbia's fields.

— *Brown.*

School. —

We love the bread that saved our sires
When hungry and forlorn,
And every autumn feast inspires
Our praise of Indian corn.

Corn. —

Far back through history's shadowy page,
It shines a power of boundless good;
The people's prop from age to age,
The one unfailing wealth of food.

— *Celia Thaxter.*

The judge places the crown upon the head of the boy carrying Indian corn and gives him the sceptre, saying: —

America, from thy broad breast
It sprang, beneficent and bright,
Of all thy gifts from heaven the best,
For the world's succor and delight.

And let thy states their garlands bring,
Each its own lovely blossom sign,
But leading all let Maize be king,
Holding its place by right divine.

— *Celia Thaxter.*

The school and others, all standing, recite in concert: —

Maize shall be our king of grains.
We hail thee! Ever give thee praise!
Upon our hillsides or our plains,
We bow to thee, most kingly Maize.

School sits while those taking part place on the table their grains, nuts, autumn leaves, etc., singing to the Scotch air, "Auld Lang Syne": —

Heap high the farmer's wintry hoard!
Heap high the golden corn!
No richer gift has autumn poured
From out her lavish horn!

But let the good old crop adorn
The hills our fathers trod;
Still let us, for his golden corn,
Send up our thanks to God!

— *Whittier.*

All exit.

The following suggestive poems are given if the programme be too short: —

Recitation: "Columbia's Emblem." Edna Dean Proctor. Published in the *Century* September, 1892. The same as a song. Set to music by Leo. R. Lewis.

Recitation from "Hiawatha," beginning "Stripped the garments from Mondamin."

"The Army of the Corn." Sidney Lanier.

"The Corn is in Tassel." Caroline Hazard.

"The Corn Song." Whittier. The same set to music. Riverside Song Book.

"Maize, the Nation's Emblem." Celia Thaxter.

THE ELK AT BLUE MOUNTAIN FOREST PARK.

BY CHARLES IRVING RICE, WORCESTER, MASS.

[For illustration, see Supplement with this number.]

THIS animal is the second largest member of the deer family, the moose standing first. The elk is rather short-bodied for its height, with a well-shaped head, broad and flat between the eyes, which have a bright, pleasant look. The ears are large, and, like those of the horse, capable of expressing a wide range of emotions. The body of a well-conditioned elk is about as round as a cylinder, and is borne up by long clean-cut legs, which terminate in small hoofs. The hind legs are not as straight as the forward ones. The deciduous antlers, borne, of course, only by the males, are the handsomest and largest of any of the family. They are not at all palmated, like those of the moose, and the points, except at the top, grow forward. Each antler terminates with a fork, one tine coming forward, and the other going backward. The neck is rather long, and the tail *exceedingly short.*

In color, this animal shades from light tan to dark brown, the head, and especially the neck, being of the darker color. A very peculiar field of color is present on the hind quarters, consisting of a white patch which extends around above the tail and down a little distance on the legs behind. Towards the lower part of this patch on the outside of either leg is a line of neighboring hair the color of which is nearly black. Viewed from the rear, this is one of the most striking characteristics of the elk, and one of the first to be spoken of by strangers.

The antlers are always carried through the winter and dropped in the spring, and, like the bison in shedding its coat, the more vigorous and healthy ones lose theirs first. Sometimes these appendages fall off like ripe fruit, leaving no perceptible stain of blood, but are oftener dislodged by some slight blow before they reach the dead-ripe state. Occasionally an elk is seen with but one antler, the other having been cast off, and when in this predicament, the animal presents a very grotesque appearance

The young are brought forth from the middle of May to the middle of June, and little is seen of the mothers before June 10 to 15, when they begin to work out into the clearing to feed, and it is about a month later before the fawns accompany them. These little long-legged creatures are spotted above and of a very light color, almost white, below. They are bright and active, and very shy, making off to cover at a great pace before the mothers have any idea of starting.

Elk are quite promiscuous eaters, enjoying grass, leaves and twigs of deciduous trees, and are very fond of apples, which, like the boys in chestnut time, they will not allow to ripen; after reaching what they can from the ground, they will shake the trees by means of their antlers.

The elk is gregarious, but in a lesser degree than the bison; the herds, or bands, are not so compact as those of the latter. I have seen forty elk scattered over an estimated area of ten acres, where the same number of bison would probably confine themselves to four or five acres. When these bands move about, they do so in the same straggling way, and the largest assemblages are seen in the winter, when as many as two hundred and twenty-five have been seen in one herd. The estimated number of these animals at Blue mountain forest is one thousand, and they are perfectly harmless as a rule, except in the fall, when the bucks in a greater or less degree lose their fear of man. After the middle of August each year, printed notices, giving warning of the pugnacious disposition of these animals, are given to all visitors as they enter the park.

Personally, I have never seen the least disposition on the part of an elk to do anything but run away; there are, however, occasional individuals of this species that for some reason or other become depraved and attack everything. I know of only one such having been at Blue mountain, and on account of the close of his career will illustrate the toughness of this animal and his indifference to ordinary chastisement, as well as its unreasoning disposition to attack anything that comes in its way after its temper is soured.

A number of men engaged in repairing roads, seeing this old buck approaching, succeeded in getting their horses into a barn and closing the doors. Not to be deterred from carrying out his purpose of attacking something, the elk retired across the road, and, lowering his head, as if charging upon one of his own kind, came against the building like a whirlwind, and with such momentum as to push the points of his antlers through the boards. Finding, after two or three attempts, that he could not break in, he started around the barn to reconnoitre. This gave the men a chance to make a dash for the house across the road, the door of which stood open, and, as they found when they got in, could not be closed. After making a circuit of the barn, the elk saw where the men were and tried to make an entrance through the open door. In this he was foiled by the size of his antlers, but he showed his determination by elevating his muzzle, thereby laying his antlers back on his shoulders and pushing his head as far in as possible. One of the men, thinking to drive him away, found an old ash scythe-snath, and standing on one side of the door, belabored the animal with full strength on the nose, but with so little effect that he hardly winced. An hour or two of this captivity grew monotonous, and it was decided to try more heroic measures; someone in the party had a .44 calibre revolver, and, aiming not to kill, put five balls into the old belligerent before he began to move off. A few days later, Superintendent Stockwell was in the park and ended the matter with a rifle ball just as the elk was about to charge on him.

MAPLE TREES.

BY CLARABEL GILMAN.

LEAVES AND FRUIT.—I.

COMPARATIVELY few, even among educated people, unless they have lived in the country and are naturally observing, know much about trees. Lessons on the shapes and kinds of leaves have probably been planned by many teachers who intend to have their pupils study plants this autumn, and collections made for such a purpose can be utilized in the way I am about to indicate, for maple leaves are likely to be among the most common ones gathered. If a collection of fruits has also been made, the material needed is all ready. The leaves should be well pressed before the lessons but not attached to the permanent sheets, because it is often necessary to examine the back of the leaf.

The teacher should have at least one branch large enough to show the arrangement of the leaves on the

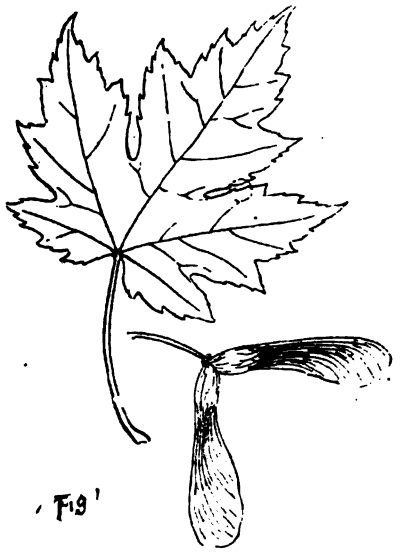


FIG. 1.—Leaf and fruit of silver maple, one half natural size. The fruit is a double key, the halves separating when they are ripe.

stem, besides blackboard drawings of each kind of leaf and fruit. The three maples are first described, then compared, as follows.

The silver maple has opposite, simple, graceful leaves with blade and petiole. The leaf is palmate-veined and palmately lobed, with five lobes, the three large ones long and pointed, the two lower spreading. The margin is irregularly cut and toothed, and the two upper notches or sinuses, are very narrow. The leaf is green above and silvery beneath. A drooping spray of silver maple leaves is very graceful, and the same touch of grace is seen in the oval shape of the seed and in the sweep of the woody ridges passing from the seed over the wing. The fruit is a long and double key, each half being two inches or more in length, and the two meeting at very nearly a right angle.

The sugar maple (Fig. 2) also has opposite, broad, simple leaves with blade and petiole. They are palmate-veined and palmately three to five-lobed, with open, rounded sinuses, and lobes tapering to a point. There may be one or two large teeth on each lobe, but there are often only wavy projections like young lobes. The color is green on the upper surface, pale on the lower. The fruit consists of two keys over an inch long, hanging by their long and very slender

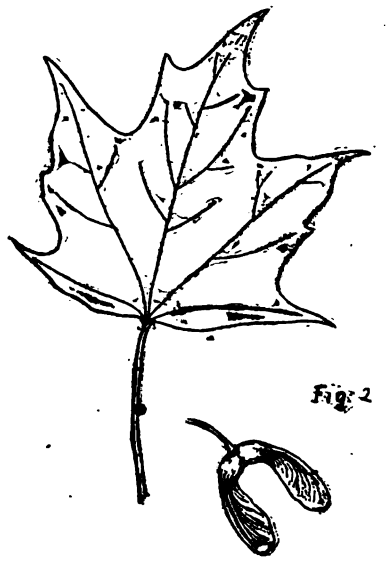


FIG. 2.—Leaf and fruit of sugar maple, reduced one half.

stems from the ends of the branches. The wings of the fruit curve slightly towards each other, and the seed is small and thick.

The red maple (Fig. 3) has broad, thin, opposite, simple leaves with blade and petiole, the latter long and slender. They are palmate-veined, have three

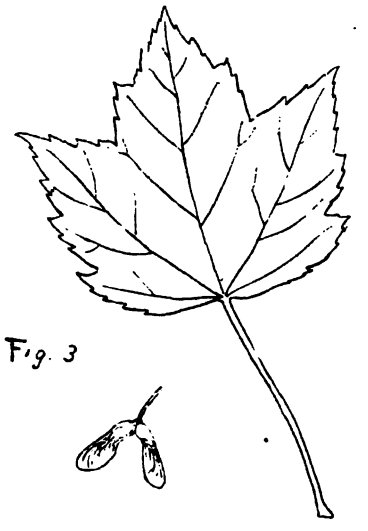


FIG. 3.—Leaf of red maple with the small fruit, both one half the natural size.

to five lobes, pointed at the end, open sinuses, and more or less heart-shaped base. The margin is irregularly saw-toothed, or serrate. The leaf is bright green above, pale on the under side, changing to a brilliant red in autumn. A spray of these leaves is scarcely inferior in grace and lightness to one of the silver maple, while surpassing that in beauty of color. The fruit is a double key, less than an inch long, with a little oval seed and a thin, delicate wing.

All have opposite, simple, palmate-veined and lobed leaves, and double-key fruits. The silver maple has the most shapely and deeply cut leaves with the silvery underside; the sugar maple is the only one that has no small teeth; and the red maple has the bright-

est leaves with fine saw-teeth running down the sinuses. The silver maple has the largest, finest fruit; and the red maple has the smallest, most delicate fruit.

The points to be noticed on the leaf of the Norway maple (Fig. 4) are its size, the green color of the underside and the dark green of the upper surface, he heart-shaped base, and the broad lobes with five

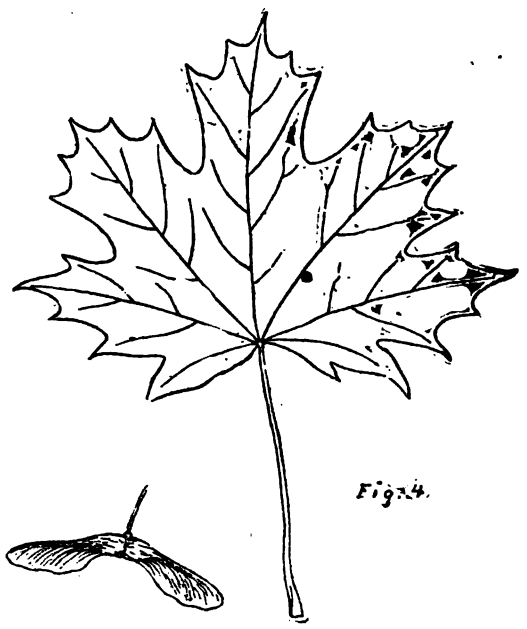


FIG. 4.—A very large and regular leaf of the Norway maple with the fruit, both reduced to one-third the natural size.

large teeth, but no serrations. In picking a leaf from the stem a drop of milky juice can be detected at the base of the petiole. This is a marked peculiarity of this tree, as none of our native maples, in the eastern

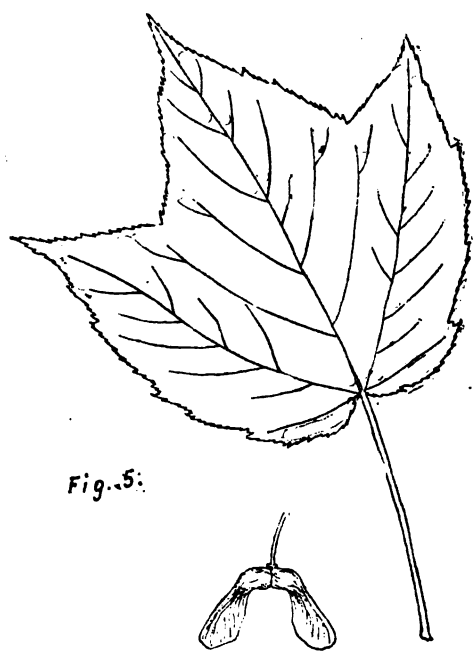


FIG. 5.—Large leaf and fruit of the striped maple, reduced one-half.

part of the country at least, has a milky juice, but it is more readily seen in the spring when the sap is flowing freely. The very large fruit has a flat, three-sided seed with wings that diverge nearly in a straight line.

The sycamore maple is best described by comparing it with the Norway. It has smaller, rough, very broad leaves with an unevenly serrate margin. The coarser fruit hanging in long, heavy clusters has less divergent wings and a thicker seed.

A comparison of these with the three native maples studied shows that the sharp, taper-pointed teeth of the lobes distinguish the Norway leaf from that of the sugar maple, the only one with which it is likely to be confused, while on a freshly picked leaf the milky juice will identify it beyond question. The sycamore maple resembles the red maple in its unevenly serrate margin, but is a broader, darker, thicker, and every way heavier leaf. The divergent wings of the Norway maple, and the round seeds and thick wings of the sycamore maple easily mark the fruits of the two species.

Pupils in some sections of the country can take the striped maple, or moosewood, and in others the spiked, or mountain maple, both tall shrubs or small trees of northern woods. The striped maple (Fig. 5) is conspicuous for the handsome broad leaves narrowing to the base, which have three tapering lobes and a finely serrate margin, its green bark marked with dark red stripes, and its indented seeds. Rough, large-toothed leaves with prominent veins and downy lower surface characterize the spiked maple.—*Intelligence.*

Red Clover's Story.

BY A. M. NIVEN.

MY home is by the dusty roadside near a great city. When Mother Nature told me to grow there, I felt discontented and said, "O kind mother, my beautiful leaves will be covered with dust, and trampled under feet, no one will look at me, or care if I live or die." But Mother Nature said, "You have a great work to do, and the dusty roadside needs you. You are a part of a great plan." So I murmured no more. Soon a strange new feeling began to grow in me, and I felt sure my great work was begun.

My servants, the roots, were kept very busy feeling about in the damp ground for moisture to strengthen me. My hairy stems grew strong and erect, my leaves drank in the air and sunlight, and took on a beautiful dark green, flecked with white. The wind blew the dust from me, and the summer showers freshened me up every little while.

A dark-eyed little girl used to pass me every day on her way to school. Once she stooped down and looked me over very carefully, then clapping her little hands, she danced away in great glee, calling to her playmate, "I've found a four-leaf clover. I'm going to wish, and put it in my shoe, and my wish will surely come true; for,

'One leaf is for hope, and one is for faith,
And one is for love, you know;
And God put another one in for luck;
If you search, you will find where they grow.'"

The roadside, I thought, is not such a bad place after all. I noticed that a great many funny, round, green heads were growing out on my stems, and one day I found that the green cups were filled with purplish-pink, butterfly-shaped blossoms, so close together that no green could be seen. A fragrant smell floated from them, scenting the air around me. A very strange visitor called on me that morning. His name is Mr. Honey Bee, and he came flying toward me and lighted on my purple blossoms. He almost stood on his head with delight at finding me so sweet. He thrust his proboscis into the little tube of my blossoms, and drank and drank of my nectar till he had his fill. Heavily laden, he flew slowly away, saying, "Thanks, sweet clover, your nectar will make such delicious honey. I'm so glad you wear such a pretty pink dress, and smell so sweet, for

that is how I found you. I'll bring you something that will pay you well for the nectar I have taken, and help you to finish that great work of yours." How happy I felt.

A beautiful creature, called Miss Butterfly, came sailing along on pollen-dusted wings and she stopped to rest and taste my nectar. The yellow dust fell from her wings on my pistils and it cheered me wonderfully. My friend, Mr. Honey Bee, true to his word, came back bringing a friend or two with him, and their legs and heads were yellow with pollen dust which fell on the stigmas of my pistils, just where I needed it most.

One day a tramp came along, weary and footsore, and sat down by me. I was so sorry for him, and did not feel angry when he plucked one of my purple heads, and smelt it, and looked at it so lovingly, saying, with tears in his tired eyes, "Ah, sweet clover, you make me a boy again on the old farm, and I hear the hum of the bees, and see the cattle standing knee deep among the sweet-scented blossoms." Then the poor wanderer went on his way, leaving me glad that I grew by the roadside. The little school-girl came past again and buried her sun-burned face among my purple heads, and kissed them till her face was wet with the dew that had fallen on me. She plucked many of my finest heads, and carried them away with her; "to study them," she said, and I shudder to think what happened to them, but I am glad when I can be useful.

Soon my first blossoms dried up and turned brown, but they did not leave me, and when the little girl came again she told her friend that I "had gone to seed." She said, "Teacher told us, you know, that that is the clover's great work." I nodded my brown, homely heads for gladness.

I do not grieve that my beauty and fragrance are gone, for my brown heads hold wonderful treasures, and the frosty winds do not frighten me, for Mother Nature will soon spread a beautiful white covering over her flower children, to keep them safe and warm till spring wakes them up to new life again.

MEMORY GEMS.

"But what is the lily and all the rest
Of the flowers to a man with a heart in his breast,
That has sipped, brimmin' full of the honey and dew
Of the sweet clover blossoms his boyhood knew?"

"And so I love clover. It seems like a part
Of the sacredest sorrow and joy of my heart."

"Flowers that bees prefer,
And butterflies desire."

"Clover blossoms in the grass
Rise up to kiss our feet."

SPELLING.

clo'ver	road'-side
nec'tar	hon'ey
pol'len	ba'bies
tre'foil	probos'cis.

DICTATION.

Clover grows by the *road-side*. The clover has many *blossoms* in one head. The *nectar* is in the *tube* of the *blossom*. The bee *sucks* out the *nectar* with its *proboscis*. It makes nectar into *honey*. It feeds its *babies* with *pollen*.

LANGUAGE.

Change to plural: —
1. This clover grew in a field.
2. Has that clover a fibrous root?
3. Is this leaf trefoil?
4. Was that child looking for a four-leaf clover?

Punctuate correctly: —
1. The bees said, "We love you clover."
2. "Wait," said a butterfly, "and you will be very sweet by and by."
3. "Hurrah!" cried Bessie, "I have found a four-leaf clover. I am going to wish, and put it in my shoe."

DRAWING.

Draw clover leaves with charcoal. Study ellipses.

BUSY WORK.

Cut clover leaves from green paper in form of ellipses, and make a border of them.

ARITHMETIC.

1. Analyze: —
If 1 clover leaf has 3 leaflets, how many leaflets have 8 clover leaves?

2. Illustrate: —
Frank found 12 clover heads on his way to school. He gave away all but $\frac{1}{4}$ of them. How many had he left? How many did he give away?



What are the best forms of punishment for an unruly pupil? S. J. M.

No form of punishment is pleasant. In the nature of the case punishment is unsatisfactory to both pupil and teacher. The form depends upon age and other conditions. In spite of the fad of the day, there is as little objection to judicious, humane corporal punishment as to any form. The only ideal school is one that keeps children busy and interested in ways that avoid occasions for punishment.

Ought nature study to be a branch by itself or an aid to other branches of study? A SUPERINTENDENT.

That will depend wholly upon what is understood by the term. When it is but another name for the study of elementary botany and zoölogy, when it is little more than an ingenious term, like Eurasia, to denote a blending of the study of plants and animals there is harm in its being made a "branch," but it is generally conceded that it ought to be the means of making real and ideal the study of geography, language, reading, numbers, and all the sciences, common ground on which each of these branches can clasp hands in some particulars. Study, in all the lower grades, should be largely in and through nature. Nature, in all study, is the ideal in the lower grade.

On page 265 of the AMERICAN TEACHER I find an arithmetical question that has probably been given some young teacher by one of those "mathematical citizens" that formerly "infested" country school districts. I would like to help the questioner and maintain our national reputation of being closely mathematical "thinkers."

$2\frac{1}{2}=\frac{5}{2}=\frac{1575}{630}$ $\quad 1575=5\times5\times3\times3\times7$

$3\frac{2}{9}=\frac{29}{9}=\frac{2030}{630}$ $\quad 2030=5\times\quad 7\times2\times29$

$\frac{3}{5}=\frac{378}{630}$ $\quad 378=\quad 3\times3\times3\times7\times2$

$\frac{5}{21}=\frac{150}{630}$ $\quad 150=5\times5\times3\quad\times\quad 2$

There being no factor common to 1575, 2030, 378, 150, there is no common divisor. Therefore the greatest common divisor is $\frac{1}{630}$.

This is a really practical example; the writer remembers having a similar example in practical life about the distance of fence posts on a piece of land in the shape of a trapizium, three sides of which were exposed to the streets, and the owner wished the posts equal distances apart. Whether I have ever seen any rule or not I cannot say, as I have not any arithmetics or algebras within reach, but I think I have. However, here is the process: Reduce integers, mixed numbers, and fractions to a common denominator, then find the least common divisor of the numerators. The greatest common divisor is a *fraction* having the common denominator for its denominator, and the greatest common divisor of the numerators for its numerator. M

A Corned Week.

[A correlated lesson from the regular work of the Michigan state normal school, as printed in the *Moderator*.]

CORN.

Monday. Thought of the grains. All plants have fruit and seeds. Corn is hard fruit. Whole plant shown or picture. Corn gives us food. Name parts.

Tuesday. Notice corn and cover. Why wrapped up. Protection. Take off husks. What do you see? Seeds or kernels. How many seeds had apple? Acorn? Can you count seeds of corn? Many seeds for food and for planting.

Wednesday. Picture of farmhouse and barn. Why carry corn to the barn? Describe cutting, husking. Husks give beds for cows and horses, food for pigs, etc.

Thursday. Bring Indian meal. Where did I get it? Grocer. Miller. Farmer. Which part of corn is food? Child finds silk, blossom on corn. Some silk around kernels to help them to grow. "Corn" in "Stories Mother Nature told her children."

"I know a little creature all in a green bed,
With soft silken wrappings all about her head;
But when she grows old she's hard and cannot feel,
So they take her to the mill and grind her into meal."

Friday. Corn bread. Who can tell a story about it? If you wish corn bread, what would you do? Whom do you thank? Talk about mill and miller.

ONE DAY'S WORK.

Monday. Thought of the grains. All plants have fruit and seeds. Corn is hard fruit. Whole plant shown or picture. Corn gives us food. Name parts.

Literature: Tell story of "How the corn grew." (*Poulsson.*)

Reading: Children give stories.

Word drill: Important words emphasized — selected words spelled.

Language: Children reproduce thoughts gained in general morning talk.

Song: "Good Morning, Glorious Sunshine."

Number lesson: Problems made to fit grade, based on nature lesson.

Game. Dramatize: "How the Corn Grew."

Drawing: Corn plant.

Writing: Drill on letters c-o-r-n.

Memory gem: —

"God sends the bright warm sun,
And soft refreshing rain,
To ripen glowing fruits,
And golden fields of grain."

Seat work: Free-hand cutting and stick laying of corn plant. Illustrate the morning talk.

LESSONS BASED ON THE SEVEN LITTLE SISTERS. — (V.)

BY HELEN C. DRESSER.

OUR VISIT TO PEN-SE.

I. The journey: —
 1. Denver to San Francisco.
 a. Large cities: Salt Lake City, Ogden, Sacramento, San Francisco.
 b. Of interest: Pike's peak, grand cañon of Arkansas, Marshall's pass, Black cañon, American desert, Great Salt lake, Sierra Nevada mountains, snow sheds, San Francisco bay, Golden Gate, Cliff House, and Seal rocks.
 2. From San Francisco to Pekin.
 a. Preparation for the voyage.
 b. Steamer.
 c. Sandwich Islands. — Inhabitants, their customs, etc. Recent troubles in government.
 d. Japan Islands. — Relation to China, and reasons therefor.

II. In Pekin: —
 1. Walls and gates of the city.
 2. The great Chinese wall.
 3. A journey in Sedan chairs, during which we see much of —
 4. The dress and customs of Chinese.
 5. The Chinese part of the city.
 6. The Tartar part of the city.
 7. Temples and gods.

III. With Pen-se: —
 1. From Pekin to Canton.
 2. We find Pen-se in a house-boat.
 3. Why and how they live so.
 4. How do they earn a living?
 5. Cormorants.
 6. Going to market with Lin.
 7. We visit a Chinese school.
 8. How the Chinese worship.
 9. The opium habit.

IV. Pen-se's birthplace: —
 1. A tea farm.
 a. Appearance of the plant.
 b. How it is cultivated.
 c. Preparation for market.
 d. Uses and abuses of tea.

V. A visit to a silk farm: —
 1. Where silk comes from.
 2. Care of the worms, feeding, etc.
 3. Follow silk from the mulberry tree through the different processes until it reaches the store.

VI. A visit to a rice plantation.

VII. Rice birds and wax insects.

VIII. Concerning China's seclusiveness.

IX. We go to visit Pen-se's cousin, the Corean girl.
 1. Why is Corea called the "Hermit Nation"?
 2. Habits of the people.
 3. Their occupations and customs.
 4. The cause of the late war.

X. Return home: —
 1. International date line.
 2. Coral islands.

Books useful in preparing this lesson: —

"Seven Little Sisters"..... Jane Andrews.
"Each and All"..... Jane Andrews.
"Encyclopædia Britannica."
"Stories of China"..... Mara L. Pratt.
"The World at Home"..... Sixth Book.
"Footprints of Travel"..... Ballou.
"Geographical Reader"..... J. Johonnot.

HOW TO MAKE RELIEF MAPS.

BY ELLA J. DOUGLAS.

TOO great importance cannot be attached to the value of relief work in teaching the study of geography. It impresses upon the mind the conspicuous features of the continent and aids in imagination to picture its surface. It is by all means the best method for securing the attention of pupils and to lead them to acquire a useful knowledge of correct geographical form from nature.

It will be best to first model a map of our own country. Obtain the services of a mechanic who can make a suitable frame upon which to work the relief. It must be made of pine boards well seasoned, to prevent warping. They must be doweled and glued. Rim it about an inch in height.

Maps are made of modeling wax, plaster of Paris, putty, and other similar substances. The following material is a very good one and easily worked: For a map about two feet by three feet in size, melt two heaping handfuls of glue, into which place half a pint



HUMANITY — A STORY PICTURE.
[Used by Courtesy of *Our Dumb Animals.*]

each of varnish and oil. Into this put more water and stir whiting into it as you would flour in mixing bread. Use as soon as prepared. In order for it to adhere to the board it is necessary that a coat of paint in which there is plenty of oil be applied. Use blue to represent the ocean, except on the rim, which may be painted some darker color.

With a palette knife spread the material over the whole map which you have previously outlined in pencil. Build up the western highland and the basin between the Rocky and the Sierra Nevada mountains. Let the eastern slope be gradually downward toward the great central plain and at the north and upward toward Mexico. Spread more of the material for the Appalachian system and the height of land north of the Ohio river and near the source of the Mississippi. Next build up the mountains, making the Rocky mountains higher as you proceed southward. Locate some of the principal peaks and cut depressions in the map to indicate the cañons of the Colorado and Arkansas rivers.

After the work is well laid in put it away to dry. You will be greatly surprised upon looking at it again to discover many cracks and crevices in your work. Do not be discouraged, as it is only the water drying out of the texture. These must not be worked over until thoroughly dry, as there is danger of the under coat being raised from the board. Repeat this process until perfectly dry, when it will be as hard and firm as a rock.

Now give it two coats of white paint in which there is about as much oil as you had for painting the board, and it is ready for the final coloring, which must be of artists' paint.

Your palette should consist of the following colors: Flake white, Naples, strontian, and chrome yellows, Chinese vermilion, Prussian and cobalt blues.

For the flood plains, — less than 500 feet, — which are along the Atlantic coast, Gulf of Mexico, the Mississippi, Missouri, and Ohio valleys, the eastern and southern shores of Lake Ontario, the valleys of the Columbia, Sacramento, and San Joaquin and a narrow strip along the Pacific coast, use Prussian blue, chrome yellow, and a small quantity of white.

Next paint the low plains, — 500 feet to 1,000 feet, — which are found on either side of the Appalachian mountains, and the remaining portion of the Great Central Plain not included in the flood plains, also along the Red River of the North and the Colorado. Add white to the previous mixture of green for painting these. Make it considerably lighter for a contrast. For the remainder of the map, the height above 1,000 feet, mix white and Naples yellow. Paint the snow-capped peaks white, and the volcanoes vermilion. Trace the rivers in blue. These will require two coats. The lakes are made with Prussian and cobalt blue, yellow, and white. After all is dry, give it two coats of white varnish and you will have a map which will be of great service to your pupils.

BENDING above the spicy woods which blaze,
Arch skies so blue they flash, and hold the sun
Immeasurably far: the waters run
Too slow, so freighted are the river ways
With gold of elms and birches from the maze of forests.
—*H. H.*

FOOD LESSONS.

FOOD LESSONS.

BY THE AUTHOR OF "PRESTON PAPERS."

I. — OYSTERS.

MATERIALS: 1, oysters on the half shell; 2, in plates, raw; 3, fried; 4, stewed; 5, empty shells.

METHODS.

1. Distribute the materials, giving each child an oyster "at home," and one without shells.

2. Give time for quiet observation.

3. Secure oral results of the observation lesson by a conversation lesson, in which you ask no leading questions, and give no information, except when asked for it.

4. Ask the children to put on paper, in short sentences, all that they know about the oyster.

5. Tell them to illustrate their written work with drawings.

6. A *color lesson* here will be desirable in some food products, though but little can be done with the present subject beyond showing the difference in color between the fresh and the stale bivalves. Drawings of the shell may also be colored. Water colors and brushes are so cheap that every child should be supplied.

7. An *inquiry lesson* will bring out facts before unknown to the children.

8. An *information lesson*, to supplement what the children have learned, will now be in order from you, and should be given orally, the older children taking notes and you writing (by proxy) all new or technical terms on the blackboard, you explaining: (*a*) their use, (*b*) pronunciation, (*c*) derivation, (*d*) syllabication, and marking diacritically.

NOTE. — Information lessons should be *exact* and *definite*.

9. A *blackboard lesson* may follow, accentuating important points and grouping similar or related facts.

Centralize. Remember that you are studying the oyster as an article of diet, and although its anatomy, history, geography, etc., are all matters of interest, you are trying to find and apply its value as a food product. Let your spelling lessons, language, compositions, etc., *cluster* around the main idea, developing the others incidentally.

10. *Oral reviews* should precede the last written work of the class, which latter may be placed in notebooks and illustrated by drawings, as before. The oral reviews should be voluntary at first, and no pupil give more than one fact until all have had a chance. Another way is for one child to attempt to cover the entire ground, the class watching and afterwards filling in omitted parts.

Exhaust your subject, but in your excess of enthusiasm don't have oysters as a steady mental diet without variation for your school through every month with an R in it. On the other hand, *don't suppose* that these are "cram" lessons, as they are merely suggestive, and will be likely to use your leisure (and gray matter!) for some days. Again, don't follow this outline for all children, in all classes of all grades. Draw from it *as suits your class*, or add to it wherever you can improve upon it.

EXAMPLE.

Observation lesson. — Look carefully at your oyster, and when you are sure you have something to say, raise your hand. If we decide that you are right, we will make a note of it on the blackboard. (Signify who may speak, and so teach courtesy and parliamentary usage.)

"Oysters live in shells."

"We take them out of the shells to eat."

"The shells are gray outside, with dark lines on 'em and white inside."

"They are rough outside and smooth inside."

"Every oyster has two shells."

That is why we call it a *bi-valve*, Harry (writing the word on the blackboard), *bi* meaning *two*, from the Latin *bis*, twice; and *valve* from *valva*, leaf or fold of a door, especially one of a pair of folding doors, like this.

"There's something on one edge that looks like teeth."

They are the "teeth" of the oyster, or the hinges of the door, and are held together by little cords or, as we call them, *lig-a-ments* (writing), because they tie or bind the two parts.

"They haven't any feet!"

No, and no power of motion, except when very young.

"The shell is hard, but the oyster is soft."

"The edges are ruffled a little bit."

These ruffles are the *gills*, or breathing organs.

"Here's a brown spot!"

Which is the *heart?* You may take your notebooks and copy the following: —

Information Lesson.

1. The oyster belongs to a grand division of the animal kingdom, called *mollusk*, from a Latin word *mollis*, soft.

2. It is classed as *la-mel-li-bran-chi-a*, from two Latin words, *lam-i-na*, leaf, and *bran-chi-a*, gill.

3. The young are called *spawn*, from the Latin *expaud e-re*, to spread out. Oystermen often call them *spat*, because the parent oysters spit or throw out the young to hunt for themselves.

4. They live upon the animalculæ and minute particles of vegetable matter found in the water, which is brought to the mouth by the action of the gills.

5. They are produced in large numbers, one shell often containing three or four thousand young, nearly all of which drift away with the current, and are lost for want of the right sort of a home.

6. Young oysters have a temporary swimming organ, and attach themselves for life to some object within reach, from which they are taken for shipping.

7. Oysters are generally believed to be most easily digested if eaten raw, and also to be more nutritious.[1] This is explained by the fact that the liver contains two materials that are mixed by simply eating the

oyster, but that this advantage is lost if the oyster is cooked.[2]

8. The Chinese boil their oysters, then dry them in the sun.

1. *Library of Universal Knowledge*, Vol. XI., p. 159; Steele, *Hygienic Physiology*, p. 169; *Home and Health*, p. 78.

2. *Information Reader*, No. 1, p. 134; but see, on this point, Kellogg, *Second Book of Physiology*.

OYSTER GEOGRAPHY.

Oysters are not found in the coldest parts of the world, but abound in the seas of warm and temperate climates. Only one kind is found in Great Britain, that the common, or *ostrea edulis;* but a very long species grows in India and Ceylon, while the *ostrea canandensis* of North America is also much longer than the common kinds, some of these measuring eight inches.

There are large oyster farms in New South Wales and Victoria, while the Isle of Wight, France, and our own coasts do an immense business in the delicious bivalve.

The seaboards of the Gulf of Mexico and the Atlantic ocean are particularly adapted to oyster farming, producing rich and large mollusks; while those of the Pacific coast and some Mediterranean beaches (among them Palestine) give us only small oysters, and those of a rather metallic taste.

In France a green variety is highly prized, and their peculiar color and flavor are supposed to be due to certain plants which are grown in the oyster beds.

CULTIVATION OF OYSTERS.

Oyster fishing or dredging is hard work, done either by hand or machine. The hand tool is shaped like a scoop and is used in shallow water. The dredge is used in deep water, in shape like a trawl, and made of iron rings. Many beds have been ruined by overdredging, the owner's desire to make it a source of profit resulting finally in loss.

The beds are prepared in various manners, solid objects being necessary for the oysters to attach themselves to, and the plan must be varied to adapt itself to the situation, exposure, waves, tides, winds, etc.

Tiles are used in France, as being better than wood or stones, because the larger seaweeds do not so readily grow on them as on these last.

The Long Island sound oysters owe much of their fine flavor to the fresh water from the rivers which flow into the sound.

THE OYSTER IN COMMERCE.

Twenty years ago it would have been difficult to get ten bushels of oysters on short notice, but now a thousand can be obtained in a few hours.[3] Baltimore, Mobile, New York, New Haven, Philadelphia, and other American cities furnish large quantities for home and foreign consumption, some of the seaboards of the Southern and Southwestern states having built up oyster reefs twenty miles long. Staten island oysters form one of Constantinople's staple imports.

The annual product of the American oyster business is estimated at $25,000,000.[5]

3. *Information Reader*, No. 1, p. 136.

HISTORICAL OYSTERS.

Pliny says that Sergius Orata was the first person to establish artificial oyster beds, and that he did it for the sake of gain and not gluttony, deriving a large income therefrom.[4]

4. *Library of Universal Knowledge*, Vol. XI., p. 158.

5. *Idem*, which says that this amount of trade belongs to New York alone. The *Information Reader* puts it as above stated.

OUTLINE FOR BLACKBOARD LESSON.

OYSTERS.

1. Kingdom. — Animal: From *anima*, breath, or soul. Organized, living, having power of voluntary locomotion.
2. Division. — Mollusk.
3. Class. — Lamellibranchia.
4. Young. — Called *spawn* and spat. Live upon animalculæ and minute vegetable particles. One shell may contain thouands.
5. As Food. — Nutritious, delicate, easily digested, eaten raw or cooked: In a stew, fried, fricaseed, scalloped, for turkey and other dressings, pickled, canned, plain, or with milk.
6. Home. — Waters of warm or temperate countries.
7. Cultivation. — Oyster beds prepared in various ways.
8. Commerce. — We furnish to foreign countries in great quantities.
9. History. — Pliny tells of a man who gained riches by establishing oyster beds in the time of Augustus.

NOTE: The *information lesson* is designed to answer the questions that arise during the inquiry lesson, and to supply facts which have not been noticed in the observation lessons; therefore it should be preceded by these.

WHAT DOES LATITUDE MEAN?

BY N. M. FENNEMAN.



THERE is no other one thing which so much controls the character of a place as its latitude. Yet most pupils' impressions of what it means are very vague; probably because the subject is usually begun with a definition. Besides, this definition is usually misleading. He reads: "Latitude is the distance of a place from the equator, measured in degrees, etc." Having little experience with degrees, the principal impression left upon his mind is that of distance. He may go through life with the impression that the poles are cold because they are far from the equator; or that our country is warmer than Canada because it is nearer to a warm place.

It is just as easy to begin at the right end. The important thing in latitude is not distance, but the direction of the sun's rays. This can best be studied from nature.

A familiar piece of apparatus, made prominent by Professor Jackman, of the Cook county normal school, is the "shadow stick," which may be a narrow strip of board, twelve inches long, with a perpendicular upright piece at one end four inches high. This simple apparatus must be laid down level, in a north and south direction, with the upright piece

at the south end; the length of the shadow must be marked just when the sun is crossing the meridian. The shadow may be marked in this way each week and its varying length will be very instructive, principally because it will direct the pupil's attention to the sun itself as its place in the sky changes. He sees that it is cold when the sun is low, and warm when the sun is high. He will soon understand that at places farther north over the earth's curved surface the sun always looks lower and farther south, higher. If it were not for this, latitude would mean nothing. Yet many teachers never realize that the sun as seen from London at noon is sometimes but fifteen degrees above the horizon, and at St. Petersburg but six and one-half degrees high at noon. Let it be emphasized that the only essential in latitude is the direction of the sun's rays, and that in observing this, we are preparing ourselves in the only possible way to understand the climate of other latitudes.

Pupils ten years of age may do more than merely observe the sun's position. They may state it in degrees. Construct a right triangle, whose altitude is the length of the upright piece of the shadow stick and whose base is the length of the shadow. Measure the angle at the base with a protractor. This will give the elevation of the sun above the horizon in degrees.

The pupils of the fifth grade are quite old enough to learn what is meant by "the sun is thirty degrees above the horizon," or "twenty degrees from the zenith," or "the north star is forty degrees above the horizon," or "a cloud is ten degrees long." It takes no more time than to commit to memory the definitions in the text-book.

What the Spider Told.

"I WAS spinning a web in the rose vine," said the spider, "and the little girl was sewing patchwork on the door-step. Her thread knotted and her needle broke, and her eyes were full of tears. 'I can't do it,' she cried. 'I can't! I can't!'

"Then her mother came, and bade her look at me. Now, every time I spun a nice silky thread, and tried to fasten it from one branch to another, the wind blew, and tore it away.

"This happened many times, but at last I made one that did not break, and fastened it close, and spun other threads to join it. Then the mother smiled.

"'What a patient spider!' she said.

"The little girl smiled too, and took up her work. And when the sun went down there was a beautiful web in the rose vine, and a square of beautiful patchwork on the step." — *Babyland.*

Early and Late.

GO to bed early—wake up with joy;
Go to bed late—cross girl or boy.
Go to bed early—ready for play;
Go to bed late—moping all day.
Go to bed early—no pains or ills;
Go to bed late—doctors and pills.

—*St. Nicholas.*

The Nasturtium.

A FLOWER FABLE FOR A LANGUAGE LESSON.

BY EVELYN S. FOSTER.

THE nasturtium began its life in a beautiful flower-bed on a large, rich lawn. It enjoyed the company of the forget-me-nots, pansies, and pinks already in blossom, and was proud of its fine home. It liked the fountain playing on the lawn, and the beautiful statues near it; it liked to think it belonged to an elegant mansion that was often brilliant with lights and full of music and gayety. It enjoyed the society of the pretty little girls who often visited the garden and picked the pansies and the pinks.

It did not think much about blossoms; it was too lazily content and too proud of its fine surroundings. Its leaves grew large, but there was not a single flower. At length there came a change. One wet morning the gardener transplanted it, putting it behind the house beside a rough stone wall. How unhappy the nasturtium was. It looked with scorn upon the beets, dandelions, beans, and asparagus, forgetting that the most wonderful, and often the most beautiful, things are the common-place, useful things. In its new home, close to the wall, the soil was not as rich as in the flower-bed, and it missed the daily care of the gardener, who now visited it but rarely. The new leaves that unfolded were small, and the whole plant had a forlorn appearance. One day, when it had decided that it was useless to try to do anything, a lively little squirrel ran along on the wall and stopped near it.

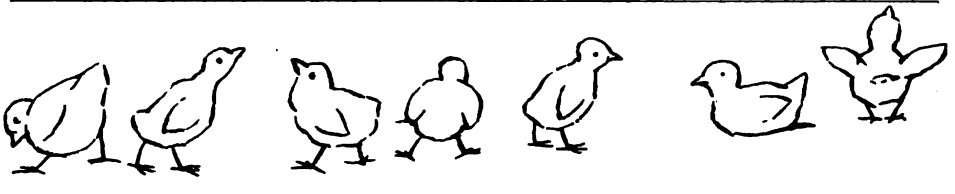
"Why do you mope down there?" he said to the nasturtium. "Why don't you climb up on the wall? There is a fine grove on the other side, and a beautiful pond with large, sweet lilies growing in it, some white and some pink. If you weren't so lazy and so sulky, you would climb up and look over."

The squirrel ran away, but the nasturtium remembered his words. Better still, it acted upon them. It began to work as never before. It lifted up its leaves to the sunshine, and sent its roots further into the earth for moisture and food. On its way up the wall it put out many blossoms and buds. At length it reached the top, and looking over it saw a far more lovely sight than any it had ever dreamed of in its old home on the lawn. The squirrel had given but a hint of its beauty.

The nasturtium was very happy. In the midst of its joy the gardener approached with the little girls who had picked the pansies and pinks in the spring. They exclaimed with delight: "How lovely the nasturtium is! How many blossoms it has! How many buds! How much prettier its leaves are than they used to be!"

"The soil was too rich for it in the flower-bed," said the gardener, "it would have been an ugly plant if it had stayed there. A nasturtium, like a child, needs to struggle a little if it is going to amount to anything."

But the little girls were not listening. They were caressing the nasturtium and counting its flowers and buds. And the nasturtium was rejoicing over the very experience it had lamented a few weeks before, for through hardship it had become beautiful; through effort it had found happiness.



BORDER DESIGN.

[To be combined with design on page 14.]

It is said that this sentence has in it every letter in the alphabet. It is a good sentence for writing: *The quick brown fox jumps over the lazy dog.*

SEPTEMBER stood upon the earth like a goddess of might and glory.

—*Anna Katharine Green.*

✻ History Stories. ✻

STORIES FROM BRITISH HISTORY.—I.

BY PAMELA MC ARTHUR COLF.

THE ROMAN INVASIONS.

I.

IN early times the Romans had conquered a great deal of Europe. They were brave soldiers and they were ambitious. It was pleasant to them to be called "the masters of the world," and they deserved the name.

The great Roman general, Julius Cæsar, had conquered Gaul, which is now France, but he had a good deal of trouble in making the people obey him; like any other nation that is good for anything, they did not wish to submit to a foreign ruler, and they kept Cæsar pretty busy.

It is but a short sail across the water from France to England. It was called Britain formerly, and its people, the Britons, were a brave race. Occasionally they went over and helped the Gauls in their struggle against the Romans. For this reason and for several others, Cæsar thought he would cross the channel, and conquer the Britons, but he found this more easily said than done.

When he crossed in his great fleet,— eighty vessels— he found the Britons waiting on the shore ready to meet him. They did not wear armor; indeed they wore but few clothes, and those were made of skins of animals. They wore their hair long, hanging down over their shoulders, and they had their legs and arms painted, generally painted blue. They went to war in chariots with scythes fastened beneath, and when they drove their horses and chariots in among the enemy, they were a dreadful sight.

Cæsar's army was a brave one, but when the men saw the fierce-looking Britons all arrayed to meet them, they felt that they never could face such an enemy as that, never. So the general ordered them to sail off to another part of the coast, but that did not help them; for the Britons were as quick as they were, and when the Romans came up to the second landing-place there they saw the blue-armed and blue-legged warriors with their long hair flying, shouting, and shrieking, and waving their spears.

No wonder the Romans were so frightened, but they could not run away, and soon they began to rouse up their courage a little.

The Roman army was divided into large companies, called legions. One of the most famous legions of the army of Cæsar was the Tenth. While the vessels were still and the soldiers hesitated, not making up their minds as to what they should do, the standard bearer of this Tenth legion jumped into the water and called out, "Follow me, fellow-soldiers, follow me! I will do my duty for one!" Such a word as that seemed to be all they were waiting for, and hundreds of soldiers followed him and came on shore.

Several battles followed and many men were killed on both sides. Cæsar was finally obliged to go home to Rome, but a year later he came again, and more battles followed.

For a long time after Cæsar's death the rulers and people of Rome were too busy with their own affairs at home to take much interest in the far-off country of Britain, and for nearly a hundred years the Britons heard no more of them.

II.

About the year 43 another Roman army landed in Britain. If the people had been governed by one king, or if they had all been at peace among themselves, they might, although they were not so well acquainted with the arts of war, have withstood the enemy; but they were divided into many different tribes, and each tribe had its own chief, and unfortunately the different tribes and chiefs did a good deal of fighting among themselves, and there were now a few among them who were glad to come under the authority of the Romans.

Caradoc was one of the British princes who made a brave resistance. For nine years he kept the Romans in alarm. He was the chief of a tribe in that part of the country now called South Wales, and his people were among the bravest of the Britons. When the Roman general had followed him into the rocky and mountainous place where he had gone, and he found there must be another battle, he spoke to his soldiers and tried to rouse their courage for a last struggle; he told them that this would settle the question; would they become the slaves of the haughty Romans, or would they maintain their freedom and be still the free and independent people that they had always been? He bade them remember their ancestors, so many of whom had died fighting for freedom, and so conduct themselves that the spirits of their fathers might be proud of them.

"They fought like brave men, long and well," but the well-armed Romans were stronger than they, and after a fierce battle they were routed. Caradoc was taken captive, not, however, in fight; he was basely betrayed to the enemy by a treacherous British princess, in whose family he had taken refuge. He was sent to Rome with his wife and daughter, and carried in chains to the court of the Emperor Claudius.

Every one was curious to see the brave man who had so long withstood the great Roman generals, and the streets were thronged with people come out to see the party going to the royal palace. Caradoc showed no fear, no uneasiness, but to a man who had lived as he had how astonishing was everything that he saw! The Britons lived in huts made of wicker-work, and their food was the flesh of animals killed in the chase; they had no pictures, or statues; their boats were basket work with a hide stretched over it, and such a boat, called a coracle, may sometimes to this day be seen in Wales.

Here in Rome, Caradoc saw splendid buildings made of marble, great temples with marble statues, ornamented with gems and gold. His own people had no buildings of the sort; their temples were great groves of oak, with altars of rude stones pile[1]

one upon another. Sometimes they had tall stones standing upright in a circle, and the priests—they were called Druids—stood by an altar in the centre and sang hymns and repeated prayers.

Here at the court he saw beautiful chairs of ivory, carved; these were for the princes and the emperor; here were hangings embroidered and bordered, and robes with figures wrought in gold thread.

"Ah!" said he, as he looked about in surprise, "how could the people who owned all these splendid things at home wish to drive me from my humble cottage in Britain!"

He stood before the emperor with an air as fearless and as bold as if he stood at the head of his own army.

Claudius was not a good man or a just ruler, but he was deeply impressed by the conduct and words of the British prince. He ordered Caradoc's chains to be at once taken off, and although he did not send him home, he caused him to be treated with kindness and courtesy.

We hear little more of Caradoc. He was called by the Romans Caractacus, and by that name is often mentioned in history. A poem to "the golden-haired Claudia," is supposed to have been addressed to his daughter; she was a Christian, and is thought to be the person of that name mentioned in one of the letters of Saint Paul.



FOR DRAWING.

NUMBER WORK.

Add by *twos*,	from 1 to 51.	By *sixes*,	from 6 to 66.
	from 2 to 50.		from 1 to 55.
By *threes*,	from 1 to 52.		from 2 to 50.
	from 2 to 53.		from 3 to 51.
	from 3 to 51.		from 4 to 52.
By *fours*,	from 4 to 52.		from 5 to 53.
	from 1 to 53.	By *sevens*,	from 7 to 77.
	from 2 to 54.		from 1 to 50.
	from 3 to 55.		from 2 to 51.
By *fives*,	from 5 to 100.		from 3 to 52.
	from 1 to 51.		from 4 to 53.
	from 2 to 52.		from 5 to 54.
	from 3 to 53.		from 6 to 55.
	from 4 to 54.		

This the best possible number work for the time required.

Practice daily on these examples until every child is absolutely accurate and fairly rapid.

2	2	2	5	3	4	2	6	2	2
3	2	4	2	2	2	5	2	7	6
—	—	—	—	—	—	—	—	—	—
7	2	9	2	3	2	2	7	2	9
2	8	2	2	2	9	5	2	8	2
—	—	—	—	—	—	—	—	—	—
8	7	2	2	2	7	2	2	9	6
2	2	9	7	8	2	6	5	2	2
—	—	—	—	—	—	—	—	—	—

Practice with the same persistency, and for the same ends, with the following examples:—

2	2	2	2	2	2	2	2	2	2
3	4	5	6	7	8	9	3	4	5
2	2	2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—
2	2	2	2	2	2	2	2	2	2
6	7	8	9	3	4	5	6	7	8
2	2	2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—
2	2	2	2	2	2	2	2	2	2
9	8	7	6	5	4	3	9	8	7
2	2	2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—	—	—

How many letters in your first name?
In your last name?
In the teacher's last name?
In the name of the school?
In the name of your street?
In the name of the town?
How many letters in your first and last name?
In the name of the teacher and of the school?
In the name of the street and the town?

How many are 2 and 3? 2 and 4? 2 and 5? 2 and 6? 2 and 7? 2 and 8? 2 and 9?

How many are 3 and 2? 3 and 3? 3 and 4? 3 and 5? 3 and 6? 3 and 7? 3 and 8? 3 and 9?

How many are 4 and 2? 4 and 3? 4 and 4? 4 and 5? 4 and 6? 4 and 7? 4 and 8? 4 and 9?

How many are 5 and 2? 5 and 3? 5 and 4? 5 and 5? 5 and 6? 5 and 7? 5 and 8? 5 and 9?

How many cents in a dollar?
in half a dollar?
in a quarter of a dollar?
in a dime?
in a nickel?

How many dimes in a dollar?
How many nickels?
How many dimes in half a dollar?
How many nickels?
How many nickels in a quarter?

How many days in a week?
in two weeks?
in three weeks?
in four weeks?

How many week days in a week?
in two weeks?
in three weeks?
in four weeks?

What part of a school week are three days?
are two days?
are four days?
is one day?
are five days?

How many days in a school week?
in two school weeks?
in three school weeks?
in four school weeks?

What part of a school week is one day?
are two days?
are three days?
are four days?

How many in a dozen?
in half a dozen?
in a quarter of a dozen?
in a third of a dozen?

If a dozen eggs are worth 24 cents, what does half a dozen cost?
A quarter of a dozen?
A third of a dozen?

How many inches in a foot?
in half a foot?
in quarter of a foot?
in a third of a foot?

How many feet in a yard?
in five yards?
in ten yards?

Odds and Ends.

Tell What

A store is for.
A window is for.
A door is for.
A desk is for.
A chimney is for.
A shoe is for.
A watch is for.
A knife is for.
A pan is for.

Name

Something birds sleep in.
Something dogs sleep in.
Something a baby sleeps in.
Something fishes swim in.
Something cows stand in.
Something that wears iron shoes.
Something that wears a yoke.
Something that wears a bridle.
Something that wears a collar.
Something covered with wool.
Something covered with bristles.



Write About Things That Grow

In gardens.
In forests.
In fields.
In groves.
In orchards.
In ponds.

TESTED PROGRAMMES FOR PRIMARY GRADES. — III.

FURNISHED BY ALICE W. COOLEY,
Supervisor Primary Schools, Minneapolis.

[To aid a "Discouraged Teacher" we will give several programmes for lower grades, each having been tested.]

9.00 to 9.05	Opening exercise.
9.05 to 9.20	General lesson.
9.20 to 9.35	Reading — A class.
9.35 to 9.50	Reading — C class.
9.50 to 10.00	Physical exercises.
10.00 to 10.15	Reading — B class.
10.15 to 10.30	Oral language.
10.30 to 10.45	Recess.
10.45 to 11.00	Reading — A class.
11.00 to 11.15	Reading — C class.
11.15 to 11.30	Drawing.
11.30 to 11.45	Reading — B class.
11.45 to 12.00	Dictation of sentences and words.
1.30 to 1.45	Reading — A class.
1.45 to 2.00	Writing.
2.00 to 2.15	Reading — C class.
2.15 to 2.30	Music.
2.30 to 2.45	Recess.
2.45 to 3.00	Reading — B class.
3.00 to 3.15	Phonics.
3.15 to 3.30	Teacher's reading to children.

This programme is, in its general features, the one in common use with us. Each teacher, of course, adapts the programme to her own requirements, but this shows our general plan in first grade. We have, as you see, no number, three classes in reading, each class reading three times. Other exercises are with the entire school in one class.

The Teacher's Desk.

The teacher's desk should be made as attractive as possible.

It should be kept clean, well dusted, well arranged, and well equipped.

It should be supplied with

A good foot-rule.
A good, clean, well-filled ink bottle.
A good pen.
A good pencil well sharpened.
A neat eraser.
A bottle of mucilage with good brush.
A box of rubber bands.
A dish of pins.
Pads of paper.
Writing paper and envelopes.

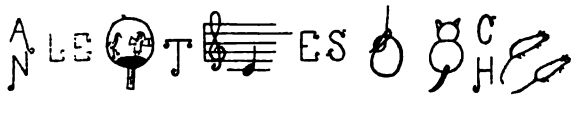
Let the desk be attractive and conveniently appointed.

The Teachers' Birthday.

The teachers in the Washington Allston school, Boston, recently celebrated the sixtieth birthday anniversary of the principal, G. W. M. Hall. An excellent collation was served in the school hall, the only outside guests present being two teachers who had been during many years identified with the school. The occasion was also the twenty-first anniversary of Mr. Hall becoming principal of the school. Mr. Hall was presented with sixty crimson carnations by his teachers, and the pupils of the graduating and cooking classes provided the cake. Miss Kelly, one of the teachers, whose birthday came the same day, received a blotting pad of black walnut and a paper knife, made by pupils of the sloyd classes, and a number of other gifts. A poem written for the occasion was a feature of the programme.

Use Good Stationery.

Teachers have been known to write notes to parents using stationery that was disgraceful — soiled, crumpled scraps of paper, dingy envelopes, or perhaps no envelope, at all — a large sheet of paper with a small envelope, necessitating much folding and creasing of the paper. All this affects the teacher's standing and reputation in the community. Many of the large cities furnish to the teachers official stationery bearing a suitable letter-head. This is only right and proper; but in places where it is not done the teacher should see that her paper and envelopes are "above reproach." — *Intelligence.*



On the Wrong Side.

BY SAMUEL FINDLAY.

It is a very bad symptom in a school when a considerable number of the pupils are ever ready to manifest their pleasure at the success of mischief and wrong. I was once present at an interview between the lady principal of a high school and a young man, one of her pupils. The young man said to her rather petulantly: "I'd like to know what you have against me. I haven't been doing anything." The teacher replied: "I can tell you very quickly what I have against you. You are always on the side of wrong. You show that you are pleased when any disorder occurs, or when anything wrong is done in the school. I want to find you on the other side." The young man stood convicted; the teacher had made her case. — *Exchange.*

"Physiology is easy to teach," says an experienced teacher, "because the child has the subject matter with him." — *Exchange.*



September.

THE goldenrod is yellow;
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook;
And asters by the brookside
Make asters in the brook.

From dewy lanes at morning
The grapes' sweet odors rise,
At noons the roads all flutter
With yellow butterflies.

By all these lovely tokens
September days are here,
With summer's best of weather,
And autumn's best of cheer.

— *Helen Hunt.*

"Right About Face."

BY MARY D. BRINE.

NOW, right about face!" September cries.
"Right about face, and march!" cries she;
"You, Summer, have had *your* day, and now,
In spite of your sorrowful, clouded brow,
The children belong to *me*.

"Come, fall into line, you girls and boys,
Tanned and sun-burned, merry and gay;
Turn your backs to the woods and hills,
The meadow ponds and the mountain rills,
And march from them all away.

"Are you loath, I wonder, to say farewell
To the summer days and the summer skies?
Ah! the time flies fast, and vacation is done;
You've finished your season of frolic and fun;
Now turn your tardy eyes

"Toward your lessons and books, my dears.
Why, where would our men and women be
If the *children* forever with summer played?
Come, right about face," September said,
"And return to school with me."

— *Harper's Young People.*

The Kitten's Game of Tennis.

BY ELLA M. POWERS.

TWO kittens played a game of tennis one day,
And played by rule, — the only right way;
A crow, a jay, and little birds three
Sat high on a fence near by to see.

For a net they borrowed a spider's web fine,
From a sunflower it stretched to a wayside vine;
Their balls were four ripe currants red;
After this game a feast they would spread.

Little black kitty began to serve,
And away went the red ball on a curve;
"Ah! you're out," said white kitty cat.
"Can't you play tennis better than that?"

And the bugs crawled out; they heard the shout,
And came to see what 'twas all about.
The kittens, spry, jumped high, then low,
As over the net their balls would go.

Down tumbled black kitty at "15-all,"
And white kitty scrambled to find the ball;
And the bugs and birds all laughed to see
What great tennis-players these kittens could be.

"One game! One set! Now a dance! A feast!
Come away, we'll treat each bird and beast."
But a little brown dog came bounding on,
And in a moment the little white kitties were gone.

And the sunflower shook and laughed so hard,
That the net broke down in the tennis-yard;
And the birdies three on the rail fence high
Ate up the tennis-balls — a nice currant pie.

And this was the end of the game and feast
That the kittens planned for bird and beast.

The Dandelion.

"HE is a roguish little elf, a gay, audacious fellow,
Who tramps about in doublet green,
And skirt of brightest yellow.
In every field, by every road,
He peeps among the grasses,
And shows his sunny little face
To every one that passes."

Out-of-Doors Arithmetic.

ADD bright buds, and sun, and flowers,
New green leaves and fitful showers
To a bare world, and the sum
Of the whole to "Spring" will come.

Multiply these leaves by more,
And the flowers by a score;
The result — if found aright —
Will be "Summer," long and bright.

Then divide the flowers and sun
By gray clouds and storms begun,
And the quotient found will be
"Autumn" over land and sea.

From this then subtract the red
Of the leaves up overhead —
Also every flower in sight,
And you've "Winter," cold and white.

— *F. M. L.*

September.

A PLEASANT look hath she,
Such as the children love to see upon
Their mother's face, when they their smile have won:
Let others choose their love,—September pleases me.

— *Thomas MacKellar.*

Rich Man, Poor Man, Beggar Man, Thief.

OUR dear little lass got ready for school
In her just finished gown so new;
It had puffed up sleeves and a ruffled skirt,
And its colors were white and blue.

With a happy look on her fair young face,
And humming the chickadee song,
She threw back kisses for mother to catch,
And went skipping, hopping along.

With sorrowful face, and eyes full of tears,
At luncheon time homeward she ran
And sobbed out, "O mamma, please take off this gown
As quick as you possibly can!"

"Why, what is the matter, dear child?" she asked;
"Has it come already to grief?"
"The buttons! the buttons! The school-girls say
They count up I'll marry a thief!

"It's 'rich man, poor man, beggar man, thief,'
You didn't put on but just four:
I want to be rich, but I can't unless
You'll put on one button more —

"Then its 'rich man' again; don't you see, mamma?
And when all happens for true,
I'll buy the loveliest things in the stores
And have them sent home to you."

How foolish it seemed! and yet dear mamma
Sat down with her needle and thread
And put one more button on to the gown,
Just because of what those girls said.

—*Susan Teall Perry.*

In the Clover.

SOFT is the flush around me;
Deep in the clover here I lie,
Under the arms of our Mother Nature,
Over the infinite arch of sky.

Trees are tossing their branches around me,
Shadows are stretching the fields along,
Over the heads of the waving barley
Comes the sound of the reapers' song.

Thrush and bluebird soar above me,
Robin and jay peep in at my bower,
And a brown bumble-bee, life all before him,
Sits all alert on a cardinal flower.

Far away stretch the fields of clover,
Brown in the shadow, red in the sun;
Oat fields toss in the billowy distance,
There's a fringe of willows where waters run.

Labor calls in the sharp scythe swinging
Down in the depths of the meadow glooms;
But lotus and balm and sweet nepenthe
Are all in the breath of the clover blooms.

— *Hattie Tyng Griswold.*

The Cardinal Flower.

BY LAURA FROST ARMITAGE.

THE cardinal flower, tall and straight,
Now proudly lifts her head.
When summer days are nearly o'er
We see her standing on the shore,
Arrayed in richest red.

Perhaps, in velvet garments clad,
She cannot bear the heat,
For shady nooks by water side
Are where she dearly loves to hide
And cool her dainty feet.

Estelle's Astronomy.

OUR little Estelle
Was perplexed when she found
That this wonderful world
That we live on is round.

How 'tis held in its place
In its orbit so true
Was a puzzle to her,
With no answer in view.

"It must be," said Estelle,
"Like a ball in the air
That is hung by a string: —
But the string isn't there!"

— *Delia Hart Stone, in St. Nicholas.*



The Grass.

BY MAX MC CONN, MINNEAPOLIS.

EVERY one knows how the pine trees sing when the wind blows. One night they sang songs about Minerva, the Grecian goddess of wisdom, saying unkind things. They thought that was fun, but Minerva was very angry.

For revenge she made all the pine needles drop to the ground, and no more grew till the next spring. These needles were so many that they formed a carpet.

Then Minerva gave a dancing party, at which all the gods and goddesses danced on the pine needles and crushed them flat like grass blades.

The next spring these grew up, the first grass that ever was.

Playing Indians.

BY L. F. ARMITAGE.

REPRODUCTION STORY FOR GRADE III.

UNCLE Fred had made fine bows and arrows for Harry and Walter, and they wanted to play Indians in the woods. So one pleasant Saturday papa said they might spend the day in the woods near them. They were to take their tent, fish-poles, bows and arrows, and a few other things. "Shall I put up a lunch for you," asked mamma, "or will you be home at dinner time?"

"Oh, no," said Walter, "we shall stay until dark. You need not give us a lunch, for Indians catch their own food." "And papa says we may build a fire on the big rock to cook our fishes," said Harry.

But when they were not looking mamma put two big slices of bread and butter in the bottom of the basket that held some of their things.

When they got into the woods they first put up their tent. Then they tramped about for a long time. They shot their arrows at the trees, but found nothing else to shoot at. Then they began to fish in the brook. It was a hot, sunny day, and the fish would not bite.

After a while Harry said, "It feels like noon. I'll build the fire so it will be all ready to cook our dinner, and you keep on fishing." But not a bite did they get, and the fire soon burned out. Then they hunted for berries, but did not find very many. They went back to the tent and found the bread in the basket. How good it was! But they wanted *more.*

About three o'clock two tired, hungry little boys crept quietly into the house. Mamma looked up from her sewing. "Is there any dinner left?" said Harry. "Nothing that *Indians* would care for," said mamma. "There is cold ham, potatoes, pudding, ——." "Oh, mamma," said Walter, "I think we'd rather be *white* boys. Are there any *plums* in the pudding?"

"Fruits are ripe in autumn, leaves are sear and red;
Then we glean the cornfield, thanking God for bread."

The peaches are ripe in the orchard,
The apricots ready to fall,
And the grapes reach up to the sunshine
Over the garden wall.

—*Thomas Bailey Aldrich.*

WHAT you keep by you, you may change and mend,
But words once spoken can never be recalled.

— *Roscommon.*

UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

NEW YORK STATE DEPARTMENT OF PUBLIC INSTRUCTION.

SECOND AND THIRD GRADES.

Friday, June 5, 1896.

CIVIL GOVERNMENT.

1. What provision does the constitution make for admitting new states?

2. Name two chief duties of the treasury department of the United States.

3. What provision does the constitution make by which the right of suffrage is secured to freedmen?

4. The constitution declares that all bills for raising revenue must originate in the House of Representatives. Give reason for this provision.

5. (*a*) What body in this state has the power of impeachment? (*b*) What constitutes the court for trial of impeachments?

6. What does the constitution of the United States declare in regard to bail, fines, and punishment?

7. State two duties of constables.

8. (*a*) What is a court of original jurisdiction? (*b*) What is an appellate court?

9. (*a*) Distinguish between a direct and an indirect tax. (*b*) Give an example of each.

10. (*a*) How are petit jurors selected; (*b*) how often; (*c*) what are their duties?

AMERICAN HISTORY.

1. Explain the origin of the names (*a*) Mound Builders, (*b*) Indians, (*c*) Northmen.

2. (*a*) With what other colony was South Carolina for a time joined in government? (*b*) What nation attempted the settlement of that colony about a hundred years before the settlement by the English?

3. (*a*) In what part of Delaware was its first settlement made? (*b*) To what colony was it joined in government in the latter part of its colonial history?

4. Specify the territory of North America which the French claimed at the outbreak of the French and Indian war.

5. At the close of the colonial period what was the most populous seaport (*a*) at the north; (*b*) at the south?

6. Mention an important battle of the revolution fought in (*a*) Pennsylvania; (*b*) New Jersey.

7. Mention a national office that Jefferson had held previous to his election to the presidency.

8. (*a*) In which of our wars was much of the fighting done on and about the great lakes? (*b*) On which lake was the decisive naval battle fought?

9. Name three states that have been admitted to the Union since 1876; and (*b*) state where the United States obtained the territory from which any one of these states has been formed.

10. For what are the following persons specially noted in American history: (*a*) Peter Stuyvesant, (*b*) Elias Howe, (*c*) George Bancroft, (*d*) Wendell Phillips? Select for answer any three of the four mentioned names.

METHODS AND SCHOOL ECONOMY.

1. Why is addition of so much importance?

2. What do you consider the best method for teaching children to read? Give briefly reasons for your answer.

3. Name two modes of conducting written exercises in spelling, and state an advantage of each.

4. What illustrations would you present to a class to show the injurious effects of cigarette smoking?

5. (*a*) At what stage of school work should the pupil be required to express thought in writing? (*b*) What should be the character of the first work of this kind?

6. What evil results may follow the use of a great variety of objects in teaching number?

7. In teaching current topics what objections are there to dwelling upon casualties and crimes?

8. A member of the grammar class says: "I know who he sees." By what questions would you lead him to see his error?

9. Give two devices for securing punctuality.

10. What is the advantage of teaching working drawings to beginners from type forms rather than from ordinary manufactured objects?

CURRENT TOPICS.

1. Name two important state officers to be elected in this state at the next general election.

2. What are the two national issues to be made prominent in the next presidential campaign?

3. What important event recently occurred at Moscow?

4. What ruler of a foreign country was assassinated May 1, 1896?

5. Baron Maurice de Hirsch, of Bavaria, died recently. State briefly what gave him an international reputation.

6. Name a bishop recently elected by the general conference of the Methodist Episcopal church.

7. Who is Cecil Rhodes, and what has recently directed public attention to him?

8. What action did President Cleveland recently take on the national civil service?

9. Mention two topics discussed by the state superintendent of public instruction in his recent annual report.

ARITHMETIC.

1. Reduce to integers of lower denominations (*a*) $\frac{3}{7}$ mi., (*b*) .064375A.

2. Write in words a number containing six units of the fifth integral order, eight of the fourth, five of the second, one of the first, four of the third decimal order, and five of the fifth.

3. Required the base of a right-angled triangle whose hypothenuse is $16\frac{1}{4}$ feet, and perpendicular $9\frac{3}{4}$ feet.

4. $\{44-14\times2+(16+5)+7\}\times12-8\times\frac{3}{4}=?$

5. How many pounds of flour will be required to make 1,000 pounds of bread, if the bread weigh 30% more than the flour used?

6. If an agent receives $1,092 to buy pork, how many pounds at 6½ cents a pound can he buy, and retain his commission of 5% for buying?

7. How much must be invested in U. S. 5's at 113½ to secure an annual income of $175?

8. If five men in 12½ days consume 36¾ lbs. of bread, in how many days will eleven men consume 22 lbs.? State and solve by proportion.

9. Find the proceeds of a note for $292.73 discounted at bank, for 35 days, at 6% per annum, exact interest method.

10. How many square feet of lumber are required for 76 rods of strip board fence, the four strips being 7 in., 6 in., 5 in., and 4 in. wide, respectively?

GEOGRAPHY.

1. (*a*) Do degrees of latitude vary in length? (*b*) Do degrees of longitude? (*c*) Explain your answers.

2. What chief natural causes have contributed to the growth (*a*) of New York city; (*b*) of Buffalo?

3. Name and locate the capitals of the following: (*a*) Spain, (*b*) Japan, (*c*) Brazil, (*d*) Washington, (*e*) West Virginia.

4. (*a*) Name three rivers of New York which flow into Lake Ontario; (*b*) two which flow into the St. Lawrence.

5. Locate the following cities and tell for what each is noted: (*a*) Paterson, (*b*) Trenton, (*c*) St. Louis, (*d*) New Orleans, (*e*) Cologne.

6. Define (*a*) peninsula, (*b*) geyser, (*c*) strait, (*d*) glacier, (*e*) delta.

7. For what is each of the following noted: (*a*) Vesuvius, (*b*) St. Helena, (*c*) Hawaiian Islands?

8. What waters are connected by the following straits: (*a*) Hudson, (*b*) Gibraltar, (*c*) Dover, (*d*) Messina, (*e*) Magellan?

9. (*a*) Name four large rivers which rise in the Alps, and (*b*) describe two of them.

10. Mention three divisions of the subject of geography and the province of each.

GRAMMAR.

Some ran to the boat to recover their arms; two discharged their muskets at random; while others, with more self-possession, held their loaded guns, ready to shoot any Indian who should approach, and urged their companions not to fire without deliberate aim. For some moments the conflict raged, — the Indians being very cautious not to expose themselves, and the Pilgrims sending their bullets with unerring aim, wherever they could catch sight of the foe. JOHN S. C. ABBOTT.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:—

1. Clauses are principal or subordinate. Subordinate clauses include (*a*) subject clauses; (*b*) objective clauses; (*c*) adjective clauses; (*d*) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has ten credits assigned to it.

1. Classify, according to note 1, the following clauses: (*a*) "Two discharged"; (*b*) "others held"; (*c*) "who should approach"; (*d*) "conflict raged"; (*e*) "they could catch."

2. Give two modifiers each of (*a*) "discharged"; (*b*) "to expose."

3. Select two infinitives each modifying an adjective.

4. Select (*a*) two present participles; (*b*) one perfect participle, all used adjectively.

5. (*a*) Select two adjective pronouns. (*b*) Select another word belonging to the same class, but here used only as an adjective.

6. Select (*a*) a relative pronoun; (*b*) a simple personal pronoun; (*c*) a compound personal pronoun.

7. Give the syntax of (*a*) "arms"; (*b*) "others"; (*c*) "Pilgrims"; (*d*) "their."

8. Select (*a*) two adjectives in the positive degree; (*b*) one in the comparative degree.

9. Give the four principal parts of two irregular verbs, — naming the parts.

10. Write a sentence whose subject is a clause.

COMPOSITION.

Write a composition on one of the following subjects: "Summer Resorts," "Good Roads," "A Day's Experience as a School Teacher," "A Model School Library."

Credits will be given on the merits of the composition with particular reference to three points: —

1. The matter; *i. e.*, the thought expressed.

2. The correctness and propriety of the language used.

3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE.

1. Name and locate the three long bones of the arm.

2. (*a*) What means has nature provided for arresting the flow of blood from wounds? (*b*) What artificial means are employed?

3. The statement is often made that the arteries contain arterial blood and the veins venous blood. Give the exceptions to this general statement.

4. Mention four of the large vital organs whose freedom of action is diminished by the pressure imposed by tight lacing.

5. (*a*) By what means is the food prevented from entering the trachea? (*b*) How is the blood prevented from flowing backward in the veins? (*c*) How is the food propelled onward in the alimentary canal?

6. Give an example illustrating the proper use of the terms: (*a*) excretion; (*b*) secretion; (*c*) assimilation.

7. Mention two injurious effects liable to result from wearing high-heeled shoes.

8. What point of similarity exists between the kidneys and the skin in respect to functions?

9. Why is it important to rub the skin briskly after a cold bath.

10. In many countries and states laws have been enacted forbidding the furnishing of tobacco to boys under sixteen or eighteen years of age. Explain the wisdom of this age limit.

DRAWING.

NOTE. — Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (*a*) Explain how a tint of yellow-green is produced. (*b*) In the spectrum of eighteen colors name all colors in their proper order.

2. (*a*) Draw three concentric circles having diameters of 1 in., 2 in., and 3 in. respectively. (*b*) In the smallest circle illustrate the following terms, diameter, radius, and quadrant.

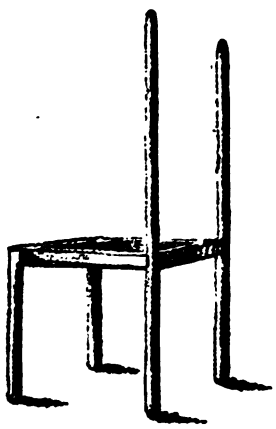
3. Copy outline given and finish to represent an old board gate, the boards to be in a vertical position, with cleats to hold same in position.



4. Sketch (*a*) a cylinder; (*b*) modify to represent a quart cup.

5. In perspective what is the relative position of the line of direction and the line representing the eye level?

6. (*a*) Copy or trace sketch, and find the vanishing points on the eye level. (*b*) Introduce rungs and back strips to complete the picture of the chair.



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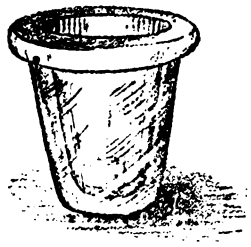
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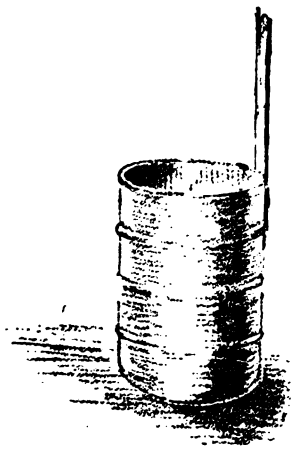
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7. Draw a vertical cross section of the glass ink well indicated in the sketch.



8. Draw a pattern of object represented in sketch. Diameter of base three quarter inches; height of cup one inch, length of handle four inches.



9. Conventionalize leaf given.



10. Copy sketch.



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1. Baldwin, J. Mark. Mental Development in the Child and Race. New York, 1895. Macmillan.
2. Hall, G. Stanley, editor. The Pedagogical Seminary. Worcester, Mass.
3. Perez, Bernard. The First Three Years of Childhood. Translated and edited by Alice M. Christie. New York, 1888. Kellogg.
4. Preyer, William. The Mind of the Child. Translated by H. W. Brown. 2 vols. New York, 1889. Appleton.
5. Preyer, William. Mental Development in the Child. Translated by H. W. Brown. New York, 1894. Appleton.
6. Tracy, Frederick. Psychology of Childhood. Boston, 1895. Heath.

b. KINDERGARTEN.

1. Barnard, Henry, editor. Papers on Fröbel's Kindergarten, with suggestions on principles and methods in different countries. Hartford, 1881.
2. Blow, Susan E. Symbolic Education; a Commentary on Fröbel's Mother Play. New York, 1894. Appleton.
3. Blow, Susan E. The Songs and Music of Fröbel's Mother Play. New York, 1895. Appleton.
4. Fröbel. Education of Man. Translated and annotated by W. N. Hailmann. New York, 1887. Appleton.
5. Fröbel. Pedagogics of the Kindergarten. Translated by Josephine Jarvis. New York, 1895. Appleton.
6. Herford, William H. The Student's Fröbel. Boston, 1894. Heath.
7. Marwedel, Emma. Conscious Motherhood; or the earliest unfolding of the child in the cradle, nursery, and kindergarten. Boston, 1889. Heath.
8. Peabody, Elizabeth P. Lectures to Kindergarteners. Boston, 1885. Heath.
9. Wiggin, Kate Douglas, and Smith, Nora A. The Republic of Childhood. 3 vols. Boston, 1895. Houghton, Mifflin, & Co.

c. PRIMARY EDUCATION.

1. Adler, Felix. Moral Instruction of Children. New York, 1892. Appleton.
2. Comenius. School of Infancy; an essay on the education of youth during the first six years. Edited with an introduction and notes by Will S. Monroe. Boston, 1896. Heath.
3. Currie, James. The Principles and Practice of the Early and Infant Education. New York, 1887. Kellogg.
4. Edgeworth, Maria. Practical Education. In two volumes. Second American edition. Boston, 1815. Harper.
5. Fenelon. The Education of Girls.

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If you do not have our catalogue of Helps for Teachers, Supplementary Reading, Stencils, and similar goods, send for it at once.

A. FLANAGAN,
262 Wabash Ave., Chicago.

Translated by Kate Lupton. Boston, 1891. Ginn.
6. Laurie, S. S. Primary Instruction in Relation to Education. Edinburgh, 1883.
7. Malleson, Mrs. Frank. Notes on the Early Training of Children. Boston, 1887. Heath.
8. Necker de Saussure, Madame. Progressive Education. Edited by Emma Willard and Mrs. Phelps. Boston, 1835.
9. Pestalozzi. How Gertrude Teaches Her Children. Syracuse, 1894. Bardeen.
10. Pestalozzi. Leonard and Gertrude. Translated and abridged by Eva Channing. Boston, 1888. Heath.
11. Richter, Jean Paul. Levana, or Doctrine of Education. London, 1886. Heath.
12. Rousseau. Émile, or Concerning Education. Translated by Eleanor Worthington. Boston, 1888.

Lead Pencils.

Very often we hear complaints regarding the use of lead pencils in primary classes. The children are constantly losing them, and much time is wasted in discovering who are without and distributing to them. This is the case only when the children are allowed to have charge of their own pencils. A better plan is to have them collected at the end of the day and given out in the morning before nine o'clock. Of course, the pencil should be marked, so that every child receives his own. A good method of marking consists in pasting securely towards the end of the pencil a small piece of paper on which the name may be written. A special set of pencils should be kept for the drawing lesson. Once a week the points should be examined and sharpened when necessary. If there are no pupils in the room old enough to do this, two or three boys from one of the higher classes will be delighted to attend to it.—*Exchange.*

Esquimau Children.

Esquimau boys and girls who live where the climate is "ten months winter and the other two months late fall" may be supposed by more fortunate children who live farther south to have a dull time of it. Apparently, however, they enjoy life quite as much as the children of the United States. They are light-hearted little people, even when the temperature is thirty or forty degrees below zero. About the middle of November, when the long arctic night falls, everybody appears in new fur clothing, with the fur turned inside, and for four days little is done except to celebrate the occasion with games and feasts. Boys play football with snowballs, and the girls walk long distances, tossing a little ball of frozen snow from one foot to the other without allowing the ball to touch the ground. Coasting is a favorite pastime, and fishing through the ice furnishes amusement for the boys.

The favorite game of the girls is tossing one another in a walrus skin. Holes for the hands are cut in the edges of a large skin, and as many children as can reach it hold the skin, while one girl stands up in the middle, and is thrown into the air by tossing the blanket. When she fails to alight on her feet and stand upright, another girl takes her place, and the game continues indefinitely. Playing cat's cradle is well liked during the long arctic night, and jumping the rope with an inflated seal skin at the middle of the rope is also a favorite pastime. In this game the object is to trip the jumper, who falls upon the inflated bag without hurting herself.

When the aurora borealis, or "northern lights," flames in the sky, making the winter night almost as light as day, the children circle about holding one another's hands, singing a chant to the "Keolia," which is their name for the aurora.

In the spring and summer a pastime is made of hunting, fishing, and trading. The boys catch fish and the girls gather eggs of sea fowl and play at cooking and keeping house, just as other children do. Some of the boys are expert snarers of

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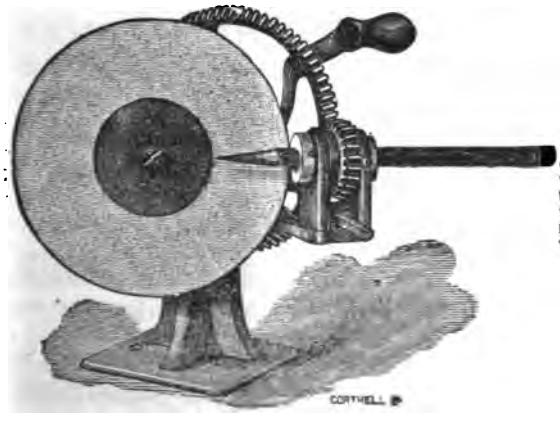


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the ducks which fly north to build their nests and raise their young, and large numbers of ducks are also brought down by a kind of chain shot made of cords and balls of bone and thrown with the hand.—*Normal Instructor.*

A Schoolroom Scrap Book.

Few are the schools in rural districts that are supplied with any kind of reference books.

A very useful book can be compiled by teachers and pupils.

A scrap book can be bought for a small amount, or one made of cambric with board covers and the leaves filled with historical and geographical sketches, anecdotes, and biographies of eminent men, notes on travel, and descriptions of natural curiosities.

In my school was a large class of well advanced pupils, who became much interested in gaining from all classes of papers such extracts as were suitable. As the articles were brought, they were placed in envelopes properly labeled and were posted in the book when quite a collection was on hand.

An index, neatly written on the first page aids in finding the subject to be referred to.

All articles should be placed in their proper department, and blank pages should be left for future use, so that sketches and extracts brought in later can be put under their correct head.

Interesting facts about plants and animals, pictures and scenery, and persons of note, all should find a place in this "Encyclopædia."

KING SOLOMON COMPANY, CHICAGO, ILL.—Report from King Solomon this morning says that fifty tons just taken out show returns of upward of $150 per ton. The company is now negotiating in Chicago for a $15,000 stamp mill, with air compressors and everything complete, for the daily treatment of twenty-five tons. Their tunnel is now in 225 feet, and work is being steadily pushed. This stock was in spirited demand, and the price advanced rapidly from the opening at $2.89 to $3, at which it closed strong. —*Chicago Daily Journal.*

See advertisement in this issue of the AMERICAN TEACHER.



The lion-hunter needs steady nerves. If he misses the lion's eye, his life is surely lost. The lion-hunter is not the only man who needs steady nerves. The business man nowadays needs them. He must have them if he would bear the strain of business competition and be successful. A man with shaky nerves stands a mighty poor show in the business world of to-day, where he must hit the bull's-eye of fierce competition many times in a day. Steady nerves are dependent upon pure blood, and to have pure blood one must have a perfect digestion.

Dr. Pierce's Golden Medical Discovery goes to the seat of the trouble. It is not a sedative. It makes the nerves steady by furnishing them with proper nutriment. It corrects all disorders of the digestion. It invigorates the liver. It makes the blood rich and pure in nutriment. The nerves receive their proper nourishment from the blood and soon become strong and steady. Business men recognize the value of the "Golden Medical Discovery" and thousands have testified to its virtues. Druggists sell it.

"Having suffered for several years with indigestion," writes: Samual Walker, Esq., of Parkesburg, Chester Co., Pa., "I concluded to try your valuable 'Golden Medical Discovery.' After taking five bottles I was entirely cured. I also suffered from bladder trouble, which was also cured by the 'Discovery.' I feel like a new man."

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Pupils will take more interest in this book of their own manufacture, and refer to it more than they would to a whole set of encyclopædias.—*Exchange.*

SALARIES paid to the country teachers of Scotland last year: For the district composing Banff, Elgin, Nairn, Inverness, Ross, Cromarty, Sutherland, Caithness, Orkney, and Shetland counties, in round numbers, $380; for Argyle, Dumbarton, Stirling, Renfrew, $480; for Ayr, Dumfries, Kirkcudbright, and Wigtown, $470; for Perth, Fife, Aberdeen, and Forfar, $615; for Edinburgh, Haddington, and Berwick, $455. In addition to this amount, the teacher has the use of a house and garden free.

Paris Schools.

THEY ARE PRISONS IN COMPARISON WITH THOSE IN AMERICA.

The large Paris schools are called lycees, or lyceums, but the pupils refer to them as "boxes"; and this is not at all surprising when you consider that the boys are kept shut up in the schools just about as if they were in a box or a prison. They are also required to wear a distinctive uniform, which is usually of dark-blue cloth, with gold buttons and gold embroidery, and a peak cap bearing the monogram of the school in front. They sleep in dormitories, fifteen or twenty in one room, and get their exercise and recreation in a graveled courtyard in the rear of the school buildings. This yard is usually not very large, and the only games the scholars play are marbles, tops, and leap-frog or tag. There is no football, or baseball, or tennis, and even the childish games they do indulge in are under the supervision of a tutor. On Thursdays the boys are taken out for a promenade in charge of a tutor, and they are marched around the streets two by two for an hour or more. Those boys whose parents live in Paris, and those who have friends in the city, are allowed once in two weeks to visit their friends and relatives on Sunday. Of course, almost every boy can rake up some sort of a "relative," for the sake of getting out of the "box" occasionally, and those with imaginary relatives spend their time on the boulevards eating cakes and seeing the sights. This they would probably not do if they enjoyed the liberty accorded to American boys, instead of being confined for weeks in a walled yard.

The method of punishment is to make a scholar write several thousand lines as a task, or to deprive him of one or more of his Sundays out. A minor punishment is inflicted by making the boys stand up against the wall of the playground and learn Latin verses by heart during recess.

The working hours are somewhat longer than in America, because certain fixed hours are set aside for preparation and study. For instance, there is a recitation at eight o'clock in the morning, then a study hour, and then fifteen minutes' recess, followed by another study hour. In the afternoon there are usually two recitation hours and one study hour. All studying is done in the classrooms, under the supervision of a tutor, and no talking is allowed. As a result of this enforced silence, the boys become adepts in a sort of deaf-and-dumb sign language,

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and carry on lengthy conversations which they would never think of wasting time on if they might say what they had to say out loud. At four o'clock every afternoon the boys line up in the playground, and servants pass along in front of them with baskets of bread and butter, each boy helping himself to a slice as his turn comes. — *Harper's Young People.*

Teaching Patriotism to Small Pupils.

Of course, we all love our country and teach our pupils to do the same, but are we always sure that our smallest pupils know just what we mean when we sometimes use that quotation with swelling heart, "Breathes there a man with soul so dead," etc., and when we speak of "our country, broadest, best, and first," do they realize all that the word "our" means? I know I never did when I was a "small tot," and I've been endeavoring to "put myself in his place." This is how we have awakened a deeper, truer love for our country and for the "red white and blue."

We first together had several "flag talks." I told them what each of the colors stands for, and had them find the meaning of the thirteen stripes and forty-four stars, etc. Then we would give flag quotations, and try to be loyal to our "star-spangled

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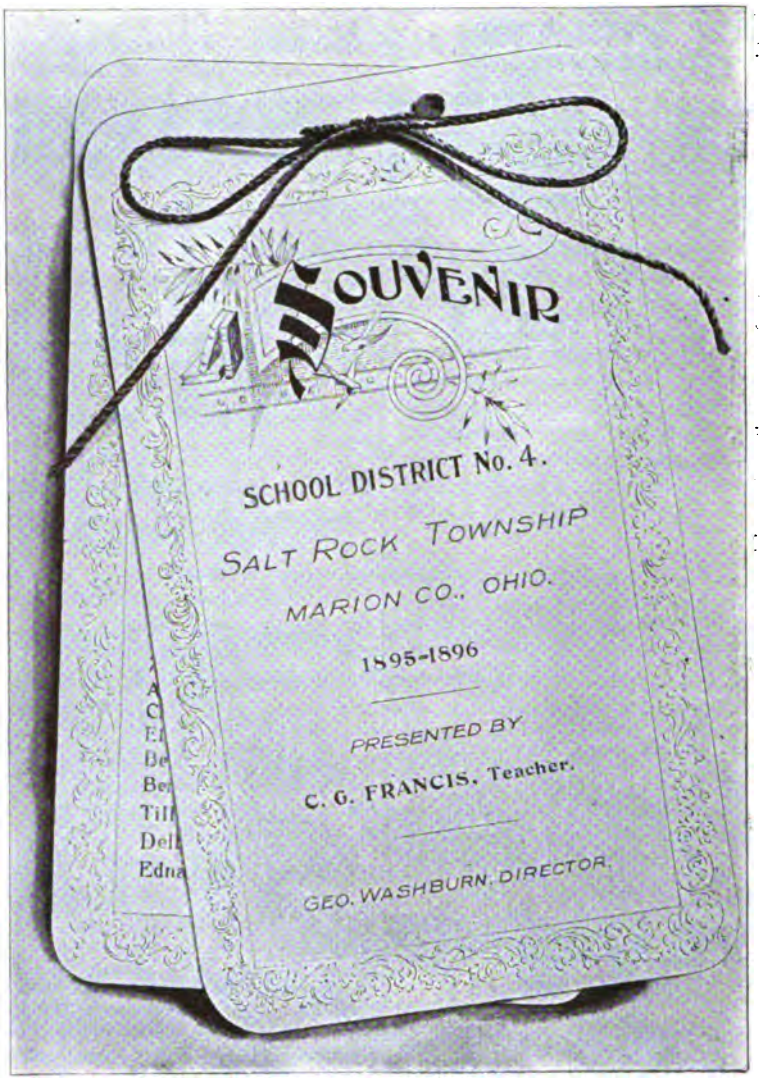
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WHEN TO GIVE THEM: They are to be purchased by the teacher for presentation to the pupil, and are the most appropriate gift for **Christmas, close of school,** or any occasion when you wish to remember your pupils in a substantial, yet inexpensive manner.

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COST: Fifteen or less, $1.00. 1 to 5 additional, 5c. each. 5 to 10 additional, 4c. each. More than 10 additional, 3c. each. Cash must accompany each order. They are sent prepaid.

NUMBER TO ORDER: One for each pupil, one for yourself, and one for each official whose name appears on the souvenir. State definitely the number you wish and send, **plainly written,** the matter you desire on face of first card, together with the name of each pupil. Be sure that names are **correctly spelled and plainly written.**

WHEN TO ORDER: Order at least two weeks before you wish them and state date you must have them. Address all orders exactly as follows:

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banner" in our schoolroom life. Then later we found that we would all be glad to have a flag of our own, so glad we were, each willing to give five or ten cents for one. So we procured a small flag for each pupil in school, and during study hours they beautify the schoolroom. Sometimes for "opening exercises" we sing "Columbia, the Gem of the Ocean," standing, and at the chorus we all wave our flags, and, instead of the "real chorus," we always sing, "Three cheers for the red, white, and blue; hip hurrah!" and at the last words more emphasis, and with an upward gesture. The pupils like this very much. Then at times we march and keep time with our flags.

I also have that little gem, "Man without a Country," and have told them the story of it any read part of it. Every teacher will find this a valuable help. I try always to keep before each pupil the idea that this country is *mine*, and that *I* will live for it, love it, and, if need be, *die* for it.— *Helen M. Boyd, in Southern School.*

How to Teach Current Events.

Immediately after opening exercises every morning the fifth grade is called up to the recitation bench. The daily paper of the nearest city (Covington, in our case) is then spread before the teacher, who, glancing over the headlines, chooses those items of general or local news that he thinks are suitable to be read. He either reads them himself, or calls upon the members of the class promiscuously to rise and read at sight. The whole paper is gone through within this way, not skipping the editorials nor the "Curious Facts" columns. Occasionally direct the attention of the class to the stock markets, explaining premium, discount, etc. All new words brought out place upon the board, have them defined and used in sentences. Have important cities mentioned, located. Explain the political news, and after about ten minutes or so, have the class recapitulate the lesson.—*G. G. Dunlap, in Southern School.*

Extension of the Civil Service.

The Civil Service has been extended until it now practically covers every position between the two great extremes, namely: Those appointed by the President direct, and the common laborers. The classified service now applies to all the Departmental, Railway Mail, Indian, Internal Revenue, Postal, Customs, and Government Printing Services throughout the United States. The recent extension increased it 30,000, thereby increasing the classified service to 85,000 souls. The number appointed annually will now be about 6,000. The attention of our readers is called to the announcement of the National Correspondence Institute, of Washington, D. C., in another column. This institute makes a specialty of preparing applicants for the various Government positions, and is worthy of every confidence.

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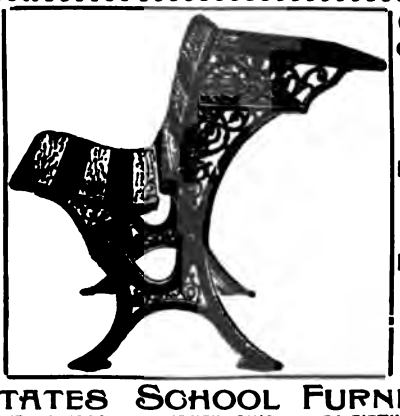
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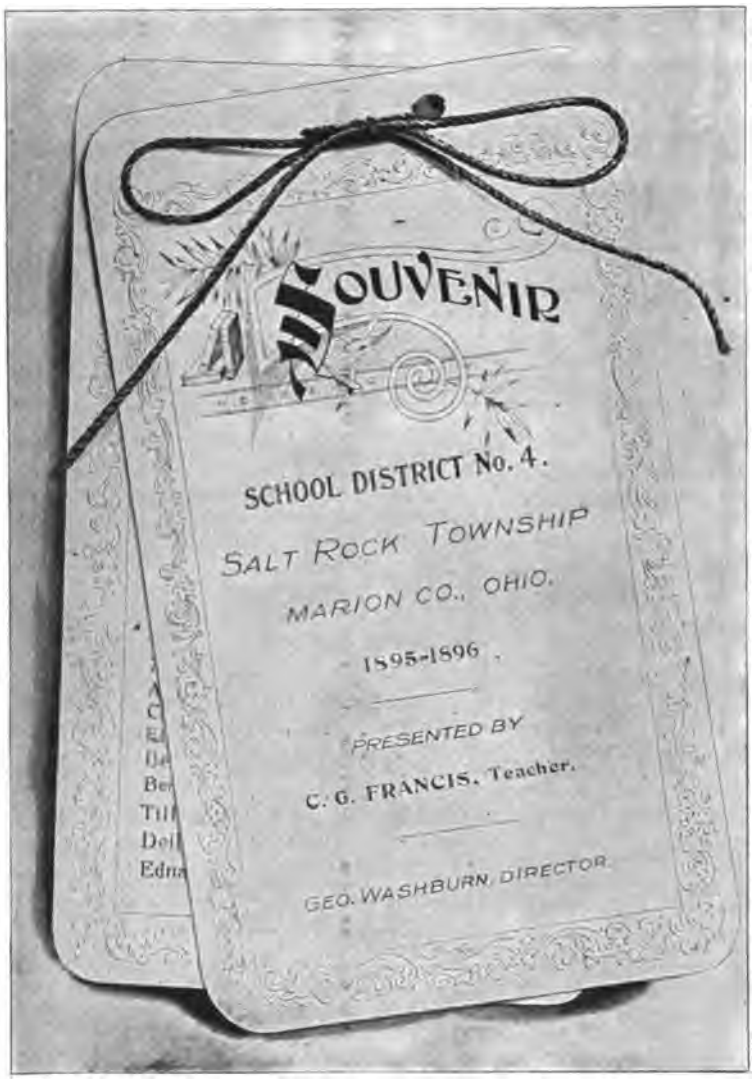
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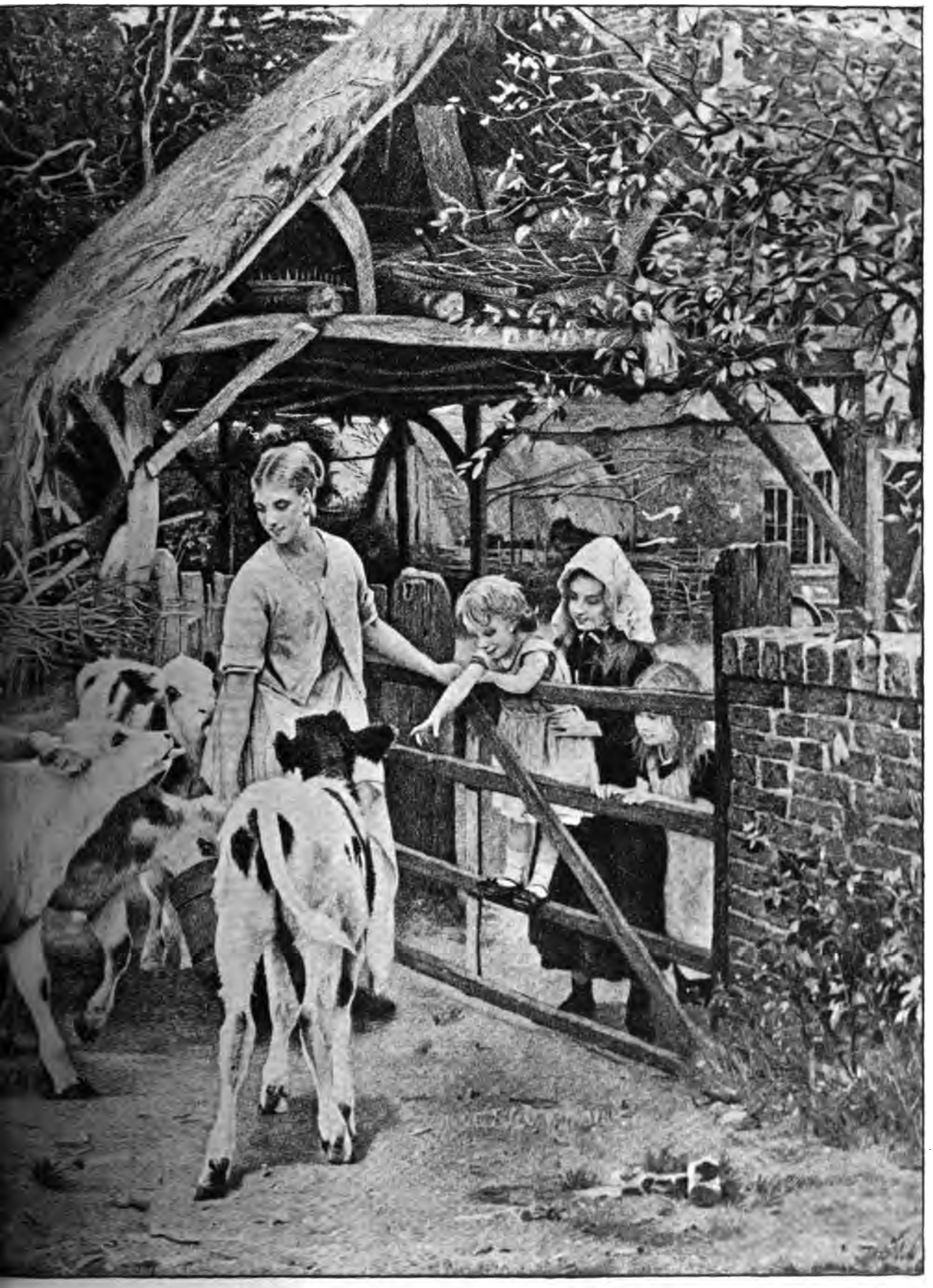
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AMERICAN · PRIMARY · TEACHER

Vol. XX.—No. 2. OCTOBER, 1896. A. E. WINSHIP, W. B. SHELDON, } Editors.

The First Day.

BY OLIVE E. DANA.

WHEN the squirrels peep and chatter,
Busy with their harvesting,
And from orchard boughs low-bending
Spicy scents the breezes bring, —

When the cricket's strident chirping
Sounds among the grasses cool,
Little footsteps print the roadside,
And the baby goes to school!

He is brave and glad and eager,
But the mother's heart is full;
Pride, and fear, and hope commingle
When the baby goes to school.

Babyhood, forsooth, behind him,
Knowledge, power, and honor wait;
He must go to claim his guerdons,
Go to win a man's estate.

But the great world has its evil,
And this soul is clean and fair;
Contacts rude and influence alien
Empire with her own must share.

Not again, perchance, may thrill her
Just those clear-eyed, trustful looks;
Heaven's own radiance seems behind them,
Paling all the lore of books.

If such thing were as the keeping
Childhood's soul with manhood's mind!
Ah, if youth, with its aspirings,
Knew what child-hearts, only, find!

Far away a school bell tinkles:
Loosens straight the clinging hand;
Find the cap and bring the jacket, —
He is off for Schoolboy Land!

WHAT THEY SAY.

WILLIAM HARLEY SMITH: Our schools must look after the *ones*. We cannot wholesale the job of educating all the children of all the people.

ADELINE KNAPP, *in the Philistine:* We ought to do the thing which to us seems lovely, and let that protest, for us, against unloveliness, by its life and reality — the only real protest the world has ever known.

SUPERINTENDENT B. F. ROBINSON, *Melrose, Mass.:* A teacher to be successful must first of all be able to control himself, then he can the more successfully control others. He must be able to influence others, both pupils and parents, to believe his ways are right, even though they may not be pleasant ways for the time being, and then prove to them by good results that they are right. He must be willing to work hard and not think that his duties cease when he steps outside the schoolroom door, and persons who, upon self-examination, find that they are lacking in these respects should, in justice to themselves and to the public whom they serve, seek some other occupation.

MR. WINSHIP'S CONVERSATIONS.

CHILD study will do much for the cause of education, but for the present teachers need to exercise great care regarding the amount of time given to it, and the kind of work they do in it. Earl Barnes of Stanford University well says: "We who are now working in child study will add our increment to this science, but our results will most of them be of local and temporary value."

Nature study is one of the features of modern school life that is of great, lasting, and universal benefit to the child. It helps every department of the school. Arithmetic, language, reading, drawing, spelling, and geography, all gain much from nature study. It is the one new subject that without effort correlates itself with every other. The AMERICAN PRIMARY TEACHER will do much for the immediate benefit of the teachers in this regard.

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Children must be skillfully and effectually transferred from a colloquial to a literary vocabulary. Horace E. Scudder has referred to this incidentally. I wish to emphasize it. No child will read good literature out of school who has not acquired an appreciative taste for a literary vocabulary.

Miss Reel of Wyoming, Mrs. Peavey of Colorado, Miss Bates of North Dakota, are three of the most popular state superintendents in the country.

New York city started off grandly with her new board of efficient supervisors, but she is strangely, sadly deficient in school accommodations. St. Paul is even worse off in this latter regard.

San Francisco has not discovered yet whether or not Mr. Madison Babcock is legal superintendent. The teachers, the school board, the people think he is, for he was elected by the school board; but some lawyers pretend that he is not and keep up the fight in the courts. He goes right along doing good work as though nothing had happened or could happen.

New Orleans made a fine showing at the close of last year, and has entered upon the work this season with renewed ardor.

Mrs. Cooley's articles on reading in the AMERICAN PRIMARY TEACHER this year are a grand feature. She is the most efficient supervisor in Minneapolis.

Miss Mathilde E. Coffin of Detroit is one of the three most effective women lecturers upon education in America. She has good executive ability, is an accurate scholar, has fine literary taste, is a genuine orator.

Dr. Charles C. Rounds, for eighteen years principal of the New Hampshire normal school, has resigned, and will for a time devote himself to literary work, institute work, study, and travel.

The women teachers of Buffalo have a beautiful clubhouse known as the Chapter house, which is a grand professional influence.

The teachers of Cincinnati are to have a beautiful chapter house worthy her one thousand city and 500 suburban teachers.

Horace Mann has been well honored this year, as he deserved to be. Never before have the teachers of this generation learned the facts about his life and works. He has been a tradition merely.

The one hundredth anniversary of his birth, May 4, was quite generally celebrated, but many teachers had not then secured the material or felt the requisite inspiration, so that with some the celebration was delayed until the closing exercises in June, while others are making arrangements for more extended observance of the year this autumn.

The conventions and institutes of the summer devoted time to memorial exercises, through which the teachers were informed regarding his life, and inspired to know more of his character and work.

The best feature of the Horace Mann celebration is the fact that it turns attention to other educational leaders, and consideration will be given to Dr. Barnard, Philbrick, Wickersham, Dr. Harris, and others.

HITHER AND YON.

BY SARAH L. ARNOLD.

An anxious mother whose little boy entered school in September begged the teacher to allow him to remain in the schoolroom at recess, urging as her plea that the boys were rough, and her child would be easily hurt, he was so sensitive. The teacher granted the request, and the mother breathed a sigh of relief. Johnny would be shielded from possible harm by her anxious forethought. She went on her way rejoicing.

Evidently both mother and teacher have yet to learn that the child's development demands the playground experience as well as that of the schoolroom. Some of the elements of this training are very valuable. No one would doubt this after watching timid Johnny through the recesses and "noonings" of the country school. See how he shrinks into a corner in the shadow, these first days. How he wails if he falls on the gravel, and mourns over his scratched hands or dusty clothes. He appeals to the teacher if he is unwittingly touched, and justifies the name of cry-baby if he is teased. But as the days go on the aspect of the lad changes. He emerges from his corner and watches the games, now and then joining in the applause. If he is knocked down, he picks himself up, brushes his jacket, looks furtively around, finds no expression of extreme sympathy for him in his disaster, and concludes that he will not mind it. He is hurt, bears it, and makes no complaint. Before long he joins in the games, and carries himself sturdily. He learns to take care of himself and to share in the good times. Nor is he without helpers or protectors; the older boys have sympathy with his real hurts, and are glad to teach him their games. He learns new self-reliance, gains new strength, and wins many boy friends. He could ill spare the benefits of the playground experience.

There is another side to the question. It has to do with Johnny's mates. His teacher, understanding boys, appeals to their manhood and confides the weaker ones to their care. "Boys, I expect you to be generous, and to teach the little fellows how to play. And you will not forget that they are not used to rough games. Do not be thoughtless in your play." She is wise enough not to preach. They mean to respect her appeal, and if they are rough, it is because they forget, or have not yet learned how to be gentle. So Johnny is helping his school fellows to become gentle and thoughtful, while they are teaching him to be stronger and more self-reliant. There is frequent opportunity to translate the incidents of the schoolyard into the best of "lessons in living."

Once upon a time a visitor in a village school watched the straggling line as the children came in from recess, stopping at the waterpail on their way to be solaced by the contents of the rusty tin dipper. Several of the loiterers waited also at the desk to lodge a complaint against some of their playfellows: "Jimmy snatched the dipper right out of my hand, and splashed the water on me." "Teacher, Johnny Trask knocked me down at recess, and he did it on purpose." "Say, Mary Jones called me names, she did." "Becky Tronten ran out of the yard, and said she didn't care if you did see her." The teacher's comments were eminently satisfactory to the infant mind: "Jimmy was a naughty boy. He musn't trouble you that way." "Johnny, did you knock Sammy down? You may stay in this noon at recess." "Mary, you mustn't call names." "Becky Tronten, you must lose your recess for a week." The little tattlers went to their seats with a virtuous air, though one of them was somewhat discomposed by a vicious poke from Mary Tronten, as she heard her sentence pronounced. The visitor wondered if the faithful teacher who so conscientiously uttered her verdicts knew the bad habits she was strengthening,—indifference to reproof on the part of the offenders, and tale-bearing with its attendant evils. The accuser's statement was not questioned by the teacher; the reward of the penalty came close upon the heels of the report. And the children were encouraged to "keep tally" when their neighbors transgressed, instead of being directed to self-control and loving helpfulness. Doubtless the teacher's mistake was one of ignorance; but these schoolroom events mean much in the lives of the children, however trivial they may seem. Let us takes heed to our ways.

Many of us have questioned whether pupils should ever be allowed to report the misdemeanors of their mates. There are few rules which do not need the modifying but, and this is not among them. There are times and circumstances, among older pupils, when it is right and courageous for a pupil to acquaint his teacher with offenses which need her correction. But the spirit and manner in which this is done make the act widely different from tale-bearing. When pupils feel a manly responsibility for the good of the school, and honestly desire to help their mates to right-doing, they will try to prevent anything which seems wrong. An appeal to the wrong-doer is first in order; that failing, it may be necessary to report to the teacher. But this will never occur in the presence of the school nor simply with the purpose of securing punishment for the offender. The teacher should be assured that it is done in the right spirit, so that the deed is truly noble, rather than petty and mean-spirited.

Tabitha says she has often seen that loitering line coming in from recess, but quite as often pupils rushing pell-mell to their places, the ardor of their games not yet cooled. She wonders which is better, and if either is necessary. There should be a natural transition from the rushing play of the recess to the quiet of the schoolroom. The loitering is never in order. In lower grades the forming in line is essential to ordinary movement. The pupils should leave their play at once when the signal is given. A short exercise in marching or singing will restore the equilibrium and make ready for work at the desks. Recess need not mean chaos. Pupils should not be unfitted for prompt, active work through their disorderly play, nor should the freedom of the playground lead to license in the schoolroom. In the well ordered schoolroom such results are not to be found. They are among "the little foxes that spoil the vines," and these have no place where the thoughtful teacher rules.

NATURE WORK AND ITS RESULTS.

BY NELLIE ALLEN, DANVERS, MASS.

A TEACHER was asked by a skeptic not long since why she taught nature work; of what use it was besides serving as a good drill in language, in which work it must necessarily help, as so much written work was done. The teacher, instead of replying to the question, asked her pupils to answer it for her. Out of forty answers received, one only said that no good had resulted from his study of nature. Twenty-two told of the practical use resulting from a knowledge of soil, minerals, and plants, while the remaining seventeen had caught a glimpse of the deeper truths and an appreciation of the wonderful love displayed in the beauty around them. Some of these answers may prove interesting: —

"It makes one's life happier to know about flowers."

"I have learned of the beauty of the flowers and of all nature. I have become more interested and care more for flowers and nature. I have liked to study nature better since I began to learn about it."

"Our nature lessons have made me notice the wonderful and beautiful things on the earth, and made me more interested in them. It has made me think how great God must be to create these things and to make them live."

"The nature work has made my school life pleasanter."

"It has made me feel more acquainted with the flowers, rocks, and all things connected with nature. I think it *the* best of all the things I have ever studied."

"It has made me see how beautiful nature is and to be thankful for it."

"I have learned that our world is much more wonderful than I thought it was."

"Our nature work makes us happier, and makes our lives pleasanter. It makes us see beauty in the flowers, grass, trees, etc. It makes us willing to work when we see how the birds work to build their nests and get food."

"It makes things look more beautiful around us."

"I see how much beauty there is in our common wild flowers. I used to think that nothing but a cultivated flower was pretty."

"I can make other people who do not know much about the beauty of the earth see the beauty in things around us. They can see how much pains God took in giving them to us."

"It has made me see the beautiful in nature."

"It makes us more interested in things which educated people like, and makes school more interesting."

Even the boy who wrote, "I have got so that I wear flowers in my buttonhole more than I uster," showed that he also appreciated the beauty of the flowers, although from a different standpoint.

ROBBIE'S FIRST WEEK AT SCHOOL.

BY MARY C. HAZEN.

ROBBIE DEAN, unlike most farmer boys, was a pale, delicate, little fellow. He had never been to school; his mother had given him lessons. It was now decided to send him to the little city of M——, three miles away, to go to public school. He was to stay with Aunt Fannie, and, as he wanted to please his father and mother, he decided to be brave and do his best, though he felt sure he could not stand the humdrum of school life. He had heard boys say that teachers were always cranky, and school was a bore.

On the first Friday night after he had begun school, he could hardly wait to get home, so anxious was he to tell his mother about school. As soon as the tea work was done, they all went out on the piazza, and Robbie told his story: —

"Now, mamma dear, you must hear all about school. It's just lovely. The principal took me to Miss Gray's room. Miss Gray was already there at work at her desk, and, mamma, she is so pretty. The principal introduced Aunt Fannie and me to her. After auntie and Miss Jennings went out, Miss Gray talked with me, and found out in what classes I belonged, and gave me a desk all by myself. Why, mamma, the schoolroom seems just like a second home. In a little while, a boy and girl came in, whom she called the 'welcome committee.' They are to welcome and help new pupils. They told me all about school and lessons. After the first bell, the boys and girls kept coming in, and, after saying 'good

morning' to Miss Gray, they went to studying. When the last bell rang, books were put away and all sat in order.

"At 9 o'clock we all marched into another room for morning exercises. The principal conducted them that morning. We sang, and Miss Jennings read a few verses from the Bible, after which we repeated the Lord's Prayer. Then Miss Jennings told us a beautiful story about a great man, and what kind and noble deeds he had done. One of the boys recited 'Nobility,' by Miss Cary, and after that we recited a quotation together. Just before we marched back, Miss Jennings stepped to the blackboard and wrote, 'Do something for somebody,' 'Live nobly.' She left them just a moment, and never said a word. Miss Jennings leads our exercises but once a week. The teachers do it other mornings. We talk about patriotism, and news, and lots of things.

"When we returned to our room, we had a reading lesson. Miss Gray first gave us a word and sentence drill. She wrote words and sentences, and even a verse of poetry, on the blackboard, and erased them in just a minute or two, and we were to see how much we could remember, and we went to the blackboard to try to write them. Next we had a phonic drill, and pronounced new words. Then she gave us each a copy of Horace Mann's 'Advice to Boys.' We read it over to ourselves, pronounced new words, and studied the expression of it, and then we read it Sometimes we have ten-minute expression drills on verses written on the blackboard. Miss Gray says we must learn to read well, so as to give pleasure to our parents and friends.

"This lesson took us an hour. The other lessons were all interesting. In geography, I asked where Armenia is, and Miss Gray sent me to the bookcase. One of the 'helpful committee' went with me and showed me how to find it myself. Miss Gray likes us to find things for ourselves.

"The first thing in the afternoon we talked about birds, bees, and flowers, and Miss Gray read to us something Mr. John Burroughs has written about the birds. I've got to watch the birds to-morrow and see if he is right. I must find a blue gentian, if I can. Isn't that poem about a blue gentian by Mr. Bryant beautiful?

"We have to have calisthenics every day, 'cause Miss Gray says we must have straight bodies, full chests, and rosy cheeks. She says we must walk and stand and go up and down stairs with our chests up."

Every Friday night Robbie had some pleasant experience to relate. Once it was to tell about a lovely walk in the woods; another time about the children having planted some beautiful ferns and wild flowers on the shady side of the school building, and Robbie was one of the children to take care of them. Once Miss Gray took all her class to the city library to look up questions in geography; again, Robbie was overjoyed in telling his mother about a beautiful collection of paintings owned by a gentleman who had kindly invited Miss Gray to come with her class to see them.

The year passed rapidly by, and for Robbie it passed very happily. Two years he was under Miss Gray. Now, as he grows to manhood, he is often heard to say that, next to his father and mother, Miss Gray has been his best and truest friend.

CLASS TALK ON MAPLES.

[To precede composition on the same.]

BY GEORGIA A. HODSKINS.

WHAT is this? It is a branch of a tree. Do you know from what kind of a tree I got it? A maple. How did you know? It has maple leaves on it. How did you know they were maple leaves? From their shape. How many have seen a maple tree? Where did you see it? There is one in front of my house. Why do people plant maple trees in front of their houses? For the shade. Yes; and trees planted for shade are called shade trees. What kind of a tree is the maple? It is a shade tree. Look at these leaves. What are they? They are maple leaves. But they are not all alike; how is that? There are different kinds of maple trees, just as there are different kinds of cherry trees. Right, Nellie.

What is it, Frank? The maple in front of my house has red blossoms, and the one in front of Jennie's has green blossoms. Are the leaves alike on the two trees? Not just alike. After the blossoms fall from the maple trees, what happens? The seeds grow. What do we call the seeds? Maple keys. What color are the keys? They are green. What becomes of the seeds? They fall on the ground. Next year they will grow and be little maples. Most of the seeds fall; not all, though. I saw a squirrel eating some the other day. Of what use are maple trees? They give us shade. Men cut them down for wood. They make furniture of the wood.

The Vermont farmers have large groves of maple trees that were not planted, and are neither for shade nor for firewood. These are sugar maples, and every spring sugar is made from the sap.

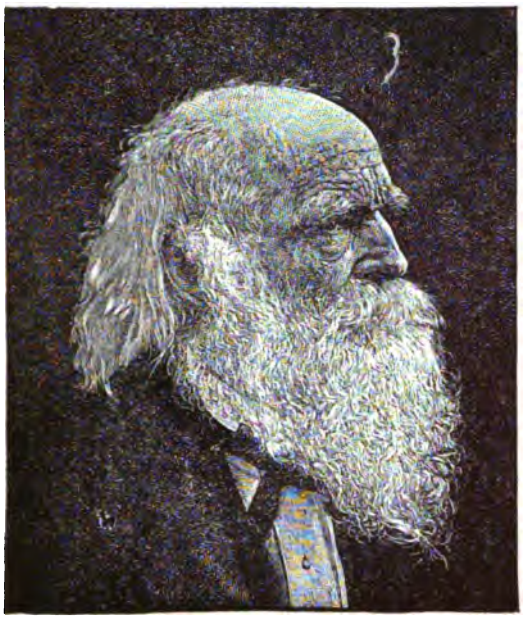
Now, take your slates and write answers to these questions:

1. Why do people plant maple trees along our streets?
2. Are all maple trees alike?
3. Tell about the leaves and blossoms on the different kinds of maples.
4. What color are the maple leaves in the summer?
5. Are they always this color?
6. What do we call the maple seeds?
7. Tell me of something that likes the seeds to eat.
8. What is one other use that is made of maple trees?
9. What is maple sugar made from?
10. At what season of the year is it made?
11. Tell me something about the way it is made.
12. Why do farmers make the sugar early in the spring?

THE CHILDREN AND THE POETS.

ARRANGED BY KATE L. BROWN.

WILLIAM CULLEN BRYANT.*



William Cullen Bryant

The Gladness of Nature.

Is this a time to be cloudy or sad,
When our Mother Nature laughs around;
When even the deep, blue heavens look glad,
And gladness breathes from the blossoming ground?

There are notes of joy from the hangbird and wren,
And the gossip of swallows through all the sky;
The ground-squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

The clouds are at play in the azure space,
And their shadows at play on the bright-green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,
There's a titter of winds in that beechen tree,
There's a smile on the fruit, and a smile on the flower,
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles
On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles;
Ay, look, and he'll smile thy gloom away.

For the Children.

William C. Bryant was born at Cummington, Mass., November 3, 1794. His father was a country doctor, who looked carefully after his son's reading, even when he was very young.

When the boy was thirteen, his first poem, "The Embargo," was published. It was really a political pamphlet in poetic form. William entered Williams College when very young, but was only able to spend about a year there. Later he became a lawyer, but as he did not enjoy that profession, he left it after ten years' practice, and became the editor of the *New York Review*. Afterward he was editor of the *New York Evening Post*. He wrote many letters of travel, and gave the world an excellent translation of both Homer's Iliad and Odyssey. He died June 12, 1878.

For the Teacher.

This poem is an ideal poem of nature, and has in it all the gladness and light that appear in nature, to the eye that would see Divinity in inanimate objects. Its "movement" is in keeping with what it attempts to describe. One can actually *see* the clouds at play, *feel* the breath of the winds, and *hear* the bee's hum. It is very descriptive, and its choice of language singularly appropriate.

Call attention to each image, and encourage the children to give similar illustrations. Why are the birds so happy in spring? Describe their mating time.

How do swallows "gossip"? Describe their life in communities.

What is a "wilding bee"?

Develop the third verse very carefully, and lead the children to observe and describe cloud effects in the sky, and shadow effects on the earth. Why is the gale "easy"? Tell why the aspen and birch leaves flutter so readily.

This will be a good poem to recite when the children are tired or dull. Let it be given with much spirit. Give a list of Bryant's more important poems, and read to them "The Yellow Violet" and "The Water Fowl."

Walk and Talk.

[Report of every-day exercise in a second-year grade in Athol, Mass.]

Questioned by the superintendent: "Children, will you tell me of some walk you have taken this autumn?"

All.— "We went to walk last week." (October.)

First child.— "It was a bright day, and we went down —— street."

Second.— "We went south to —— street, then east to —— street, and then west to the road to the meadow."

Third.— "There was a spring by the road to the meadow, and we all drank."

Fourth.— "Yes, and we stopped by Cheeney's pond on Cottage street."

Superintendent.— "What made the pond?"

Fifth.— "Water."

Sixth.— "It was in a low place and the water spread out."

Seventh.— "They had dammed the river, but not very high, for the land was so low."

Eighth.— "On the left of the road was Mill brook, but the water didn't run fast."

Ninth.— "On the right of the road there was a piano shop, and the brook kept the water wheel going and that made the mill go."

Tenth.— "When we came back we saw another brook, and that went just as fast as it could go, running round among the rocks. The brook was carrying lots of leaves, pine needles, and twigs. The farmers like to have the brook bring leaves to the meadow for they make the ground better."

Eleventh.— "Mill brook comes from way off in the hills of East Athol. It runs to Cheeney's pond

* Arrangements have been made with Messrs. Houghton, Mifflin, & Co. for the use of this poem and portrait.

and then out of the pond to Miller's river, and then on to the Connecticut, and the teacher says it then goes to the sea."

After a time the superintendent called for some recitations about the brook, and they recited from Tennyson and Longfellow, and in response to questions, showed a thorough acquaintance with its meaning.

WHAT CHILDREN SHOULD READ.—(III.)

BY MRS. ALICE COOLEY,

Superintendent Primary Schools, Minneapolis.

Following these thirty stories of child life, is a list of books that are, perhaps, better suited to older boys and girls, though we are met by constant surprises when we attempt to grade reading matter, many a little child eagerly devouring what we (in our wisdom!) laid aside as "too old for him." Among the stories of girlhood are: "Little Women," "Old-Fashioned Girl," "Under the Lilacs," "Eight Cousins" (L. M. Alcott), "Faith Gartney's Girlhood," "Leslie Goldthwaite," "We Girls," "Real Folks" (A. D. T. Whitney), "The Gypsy Series" (Elizabeth Stuart Phelps), "Betty Leicester" (Sarah Orne Jewett), "What Katy Did Next" (Story Book England), "What Katy Did at School," "Clover" (a trip across the United States), "In the High Valley" (Susan Coolidge), and "A New England Girlhood" (Lucy Larcom).

Of a more general character are Dickens' "Little Nell" (an abridged edition of "Old Curiosity Shop," edited by Stickney), and "Christmas Carol," "Jan of the Windmill" (a story of a poor boy who became a noted painter), and "We and the World" (a boys' story), by Mrs. Ewing; "Adventures of Ann" (four stories of colonial times), and "Lucretia and Other Stories," by Mary Wilkins; "A Year at Riverside Farm" (Emily Huntington Miller), "A Gentle Heritage" (Frances Crompton), "Profitable Tales" (Eugene Field), "Christmas All the Year Round" (W. D. Howells), "Mosses from an Old Manse" (Hawthorne), "Paul and Virginia" (St. Pierre), "Picciola" (Saintine), "Donald and Dorothy" (Mary Mapes Dodge), "Polly Oliver's Problem" (K. D. Wiggin), "Floating Down Lost Creek" (Craddock), "Grande Pointe" (Cable), "Ben Hur" (Lew Wallace), and "Uncle Tom's Cabin" (H. B. Stowe). No boy should be denied the pleasure of reading "Tom Brown at Rugby" (Hughes). He will surely continue his friendship with "Tom Brown at Oxford." "Two Years Before the Mast" (Dana) is a boys' story highly recommended by such authorities as Sarah Orne Jewett and G. W. Curtiss.

A boy's taste demands great variety of incident and adventure and vigorous action. This craving can be fully satisfied with the many good books of biography and travel, without descending to the plane of the unnatural and sensational.

There are Scudder's "Bodley Books," profusely illustrated. "The Bodley Grandchildren and Their Journey in Holland," "The Bodleys Afoot" (a foot tramp from Boston, Mass., to Hartford, Conn., along the Connecticut river toward New York, with history studied on the spot), "Bodleys on Wheels" (a carriage journey along the coast of Massachusetts bay), "The Viking Bodleys" (an excursion into Norway and Denmark), and "English Bodley Family" (the grandchildren in England, through historic spots and places made famous in poetry and legend).

That boy is extremely difficult to please who is not fascinated with the opportunity to join Knox's Boy Travelers in their adventures. The books are lavishly illustrated, and the reader can see as well as share the fun with "Boy Travelers in Japan and China," in "Siam and Java," in "Ceylon and India," in "Egypt and the Holy Land," through "Central Africa," in "Mexico," through "The Russian Empire," and "South America." His "Nimrod Series" have been most enthusiastically received by boys.

In the same line are the "Zigzag Journeys" by Hezekiah Butterworth (a combination of history and geography). There are the "Zigzag Journeys in Arcadia and New France," in "The Antipodes," in the "British Isles" (vacation rambles in historic lands), "Zigzag Journeys in Classic Lands," in "Europe," in "India," in the "Northern Lands" (Rhine river to Arctic ocean), in "The Occident" (Atlantic to Pacific), and in "The Orient" (Adriatic to the Baltic).

Perhaps none of these equal, surely none excel, another series of the same character, viz.: "Family Flights," by E. E. Hale and Miss Susan Hale. In "A Family Flight Around Home," we are taken to the principal towns and localities in northern New York and the Eastern states, with which are associated reminiscences of the Revolutionary war. Others in the series are: "A Family Flight Through France," "Germany," "Norway and Switzerland," over "Egypt and Syria," through "Mexico," through "Spain."

"Personally Conducted," by Stockton, is a series of pleasant talks with an imaginary company of young people, vividly describing interesting scenes of the old world. There are more than forty illustrations. "From Ponkapog to Pesth" (sketches of travel abroad) is written by Aldrich; "Around the World in the Yacht Sunbeam," by Mrs. Brassey; "The Children of the Cold," by Lieutenant F. Schwatka (his experience during his two years' stay in the Eskimo country); "Children's Fairy Geography; or, A Merry Trip Around Europe," by Winslow.

"What Mr. Darwin Saw in His Voyage Around the World in the Ship Beagle" is a story of real travel around the world by the famous naturalist. It has been called by good critics a superb volume. "Life and Voyages of Von Humboldt" is an excellent book. Du Chaillu's "Stories of the Gorilla Country" are fascinating for boys, though "Livingstone's Travels" is said to be the best one book on Africa. Kingston's "Young Llanero" gives vivid pictures of life in South America. Agassiz's "Journey Down the Amazon" gives a fine description of that region, particularly of the luxuriant vegetation. "Pansy" has a collection, "Young Folks' Stories of Foreign Lands."

The following are books descriptive in character, giving vivid pictures of foreign lands, but with not

so much of the element of adventure in them. In the World at Home series are: "Rambles Around France," "All the Russias," "Chats About Germany," "Land of Pyramids," "Eastern Wonder Land," "Land of Temples," "Peeps into China," "Glimpses of South America," "Around Africa," "Isles of the Pacific." There is also a series of "People and Places," by Mara Pratt. "Glimpses of the World" is another series. "Aunt Martha's Corner Cupboard" and "Aunt Martha's World by the Fireside" give a great deal of interesting information about the various products of the world. "A Land of Pluck" (M. M. Dodge) makes us acquainted with Holland.

Stories portraying life in foreign lands are "Feats on the Fiord" (Martineau), "Each and All" and "Seven Little Sisters" (Andrews), "Hans Brinker" (Holland), by Dodge; "Little People of Asia" (Miller), "A Dog of Flanders" (pathetic story of Belgian life), by Ouida; "Gunnar" (a tale of Norse life), "The Modern Vikings," "Boyhood in Norway," and "Norseland Tales," by Boyesen. "Happy Boy" (Bjornson) is another tale of Norwegian peasant life.

In "Boys of Other Countries" (Bayard Taylor) we become acquainted with the "little postboy of Sweden," "the son of the pasha of Egypt," Jon of Iceland, two German herd boys, and a young Russian serf.

Our next path will be that of history and biography.

ABOUT LIGHTHOUSES.

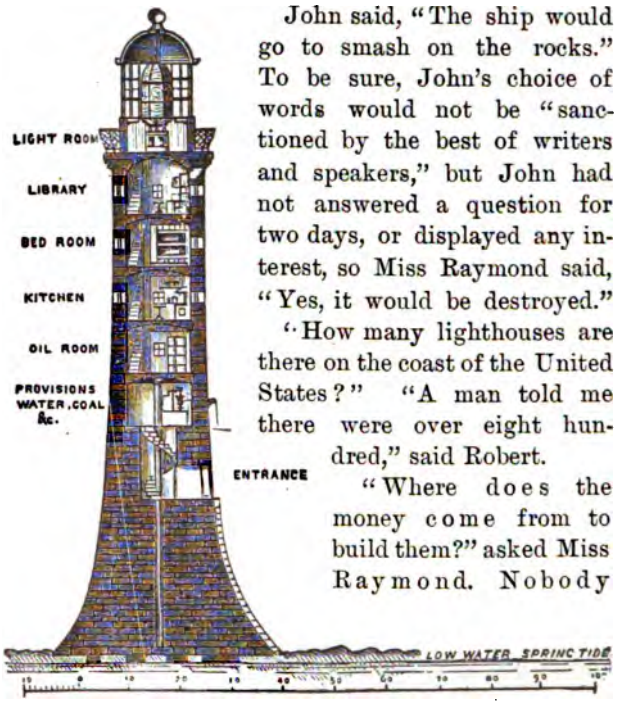
BY ELLA M. POWERS.

THE geography class had been studying the sea-coast. The children were tired of miles, capes, harbors, and bays, so Miss Raymond decided to vary the Wednesday's lesson. "How many have seen a lighthouse?" Only a few hands were raised, for the school was not in a town by the sea, but all looked interested.

Miss Raymond exhibited several pictures. There



were lighthouses of stone, brick, and iron. In some pictures the ocean was calm, in others the waves were hurling themselves upon the rocks, and the spray was dashing against the sides. The children were delighted. Miss Raymond said: "Let us suppose the wind is blowing a gale; the night is black, and we are in a ship near the coast. What might happen if there was no lighthouse to guide us?"

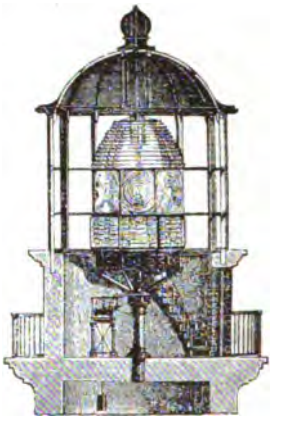


John said, "The ship would go to smash on the rocks." To be sure, John's choice of words would not be "sanctioned by the best of writers and speakers," but John had not answered a question for two days, or displayed any interest, so Miss Raymond said, "Yes, it would be destroyed."

"How many lighthouses are there on the coast of the United States?" "A man told me there were over eight hundred," said Robert.

"Where does the money come from to build them?" asked Miss Raymond. Nobody knew, so she told them it was appropriated by congress.

"Of what are lighthouses made?" "Brick!" "Stone!" "Iron!" came the answers.



"Let us consider how they are built," said Miss Raymond. "Sometimes there are great rocks whose tops scarcely come above the water, and you would not think it possible to build a lighthouse on a place where the waves are washing over it continuously. To drill deep holes in the rocks for the iron foundation is very different from digging holes in the ground on land. It often takes two or three years to build a lighthouse foundation, for the men can work only a few weeks in the year, and they do only a little work at one time.

"How far can the light be seen at sea?" "Sometimes very far, and then, if it's small, *not* so far," said Amy. "Yes; it depends upon the size of the lantern."

"The earliest lighthouse was built long ago, and was the *Pharos*, which is a Greek word meaning lighthouse. This was built in Alexandria, in Egypt, and was one of the seven wonders of the world. It was built 285 B. C."

"What does B. C. mean?" said Miss Raymond, as she wrote upon the board the facts concerning the first lighthouse. She then turned and said, "How many would like to hear the story of the first lighthouse on the shores of England?" Every hand was raised.

Miss Raymond then told them of the "Eddystone," built in 1699. "The rocks were almost submerged, even at low water, and the people declared no lighthouse could be built there; but one man called Winstanley said it could be done. The first year they made twelve deep holes in the rocks and securely fastened a great iron in each hole; the second summer they made a solid round pillar; the third summer it was finished. The man felt so sure that it could never fall, that he said he would be inside of it while the greatest storm came. He had his wish. There came a terrible gale; it increased to a hurricane, and the tempest raged. That night the waves came with such force that the lighthouse was swept away and the men were drowned."

"How many have ever been inside a lighthouse?" Only one hand was raised. "Well, Robert, can you tell us something about it?" "Oh," said Robert, "it was all white on the outside and inside, too, and it was small inside, with little, narrow, steep iron stairs that wound round and round."

"Was it light inside or dark?" "It was very dark; no windows, till the man ahead opened a sort of trap door, and then the light came down from above, and we went through the little opening. The lantern was a beauty, though!"

"Tell us something about that, too," said Miss Raymond. "It was monstrous, nearly as high as I am, all thick glass, and the brass all bright. In the centre was the great lamp. The lantern moves around at night, but it was so hot up there after a few minutes I went down, and my voice sounded queer when I spoke to the man."

"What is this man called?" "The keeper," answered Robert.

"When is the lamp lighted?" "When it's dark," said Helen. "Yes," said Miss Raymond; "but the rule is to light it at sunset and put it out at sunrise.

"Do you think you would like to be a lighthouse keeper? What are some of his duties?" "He must keep a good light. He has to watch the light through the long night. Sometimes there are two men, and each will watch half the time."

"Upon what does a good light depend?" said Miss Raymond. "The lamp must be trimmed!" "The glass must be polished!" "The lantern must be cleaned!" "The brass work must be kept bright!" came some of the answers.

"Twice a year the government vessel comes with coal, provisions, oil, and sometimes books. The keeper's life must be dreary, but how important! All along our coast are lighthouse keepers. Few people know them; they are plain men, but doing their duties faithfully.

"Now, if Helen will write me about the first lighthouse in England, and Robert about the inside of lighthouses, Amy about what she has heard, and John about the keeper's life, to-morrow I will read you the story of 'Little Menan Light' in the *St. Nicholas* of August, 1889."

Every head bent eagerly and willingly to comply with the assigned task, and Miss Raymond felt the interest had been unusual, and was thankful.

A POTATO.

BY LIZZIE M. HADLEY.

SOLANACEÆ is too frequently but another name for murder, as by far the greater number of this ill-omened family of plants are addicted to evil habits, and with the juices hidden in their treacherous berries are, doubtless, answerable each year for many childish lives. The nightshade, bittersweet (climbing nightshade), Jerusalem cherry, apple of Peru, henbane, and datura are, perhaps, some of the most mischievous and deadliest of the family.

With plants, as with human beings, however, it does not follow that all are equally bad, and even this abandoned family has now and then a respectable member belonging to it. Probably no one has ever thought of calling the tomato hard names, yet, strangely enough, it is one of the solanums; while the potato, in spite of its occasionally developing some evil trait, is still, upon the whole, a tolerably well-behaved and respectable member of the plant world.

Just where the first potato plant was grown is not positively known, but it probably originated in South America, as it is still found in a wild state in Peru and Chili. But little is known of the primitive stock, as the first Spanish settlers found it already cultivated by the Indians, and forming one of their staples of food. In 1585 it is said to have been brought to England by Sir Francis Drake, and later on by the colonists sent out by Sir Walter Raleigh.

The people at first declared potatoes unfit to be eaten, as they are not mentioned in the Bible, and they were only fed to "swine and other cattle." However, this prejudice gradually died out, and they were generally adopted as the chief vegetable.

Among the English the potato has a variety of names, as "blue eyes," "red eyes," "leather jackets," etc., while the belief that a potato carried in the pocket is a remedy for rheumatism is almost universal.

The potato, as one of the most important of our early fall vegetables, is well worth a little study, particularly if we stop to think just what the lack of it would really mean to us, and remember the famine and suffering the failure of the potato crop once brought to Ireland.

Materials for the lesson: Potatoes, section of vine, fruit pictures of the whole plant, with roots, tubers, etc.

Method of presenting the lesson: Children, when you have your dinner, what do you eat with your meat? (Potatoes.)

Where do you get potatoes? (At the market.)

Where does the marketman get them? (From the farmer.) Yes, and who can tell me where the farmer gets the potatoes he sells. (Various answers, as "They grow," "He raises them," "Digs them," etc.)

Who has seen potatoes growing?

(Even in city schools there will doubtless be found several who have seen them in the country.)

Look at this picture (points to sketch on the blackboard). Children may name the parts, at the same

time pointing to each one. It has leaves, a stem, and roots.

What do we call anything with roots, stems, and leaves? (Plants.)

Where do plants grow? (In the ground.)

Do the stems of this plant stand up, or lie upon the ground? Yes, some of them are nearly erect, but they like better to lie or trail upon the ground. For this reason when they speak of the leaves and stems of the potato plant, the people in this country call them "vines," in England they are called "halms," and in Scotland "shaws."

Does the potato plant have a blossom? Who has seen the flowers? What color are they? Tell me



something about the fruit? What is its color? Of what shape is it? (Like a ball.) Yes, and it is called a *ball* or potato-apple. Of what use is the fruit? (It holds the seeds.)

Where do we find the part of the plant that is good to eat? (In the ground.) Yes, the stem that reaches down into the ground sends out branches or roots, and these send out more and more roots and rootlets, which go creeping around in the dark, eating everything that will make the plant grow, until, by and by, they stop lengthening and begin to grow thick and bunchy, something like bags, and in these are stored the starch, sugar, flour, water, etc., for next year's plants.

Can any one tell me a name for these bags? We will call them *tubers*. Look at your tubers and tell me something about them. They are "large," "small," "round," "long," etc. Yes, they vary greatly in size and shape. Tell me more about them. (They have a skin.) This skin is to protect the inside. Of what color is it? (Whitish brown.) The skin of each variety has its own particular color. Sometimes it is purple, sometimes red or pinkish brown, and at others nearly white.

What else can you see on the skin? (Little pinkish spots.) What do we call these spots? (If no one knows, give them the name.) Eyes. Yes, and these eyes are really the tiny doors or windows where new plants peep out of the old ones.

Have you ever seen potatoes in the spring after they have been lying in a warm cellar? How did they look? (They had long white stems and little white leaves on them.) Those stems were the new plants that had in some way found that it was time to grow, and had crept out of the doors and windows in the old plants, and were searching for the light.

How does the potato look when you find these sprouts on it? (Wrinkled.) Do you know why? It is because the new plants are eating the food stored in the skin. If they should stay there much longer, they would eat all of it, and then they would soon die unless they were put into the ground where they could find something more to eat.

When potatoes are like this we say they have "sprouted," and as the sprouts are all the time eating, of course there is less and less for us, and soon the potatoes are worthless. For this reason people have to be very careful where they keep their potatoes, so that they may be just warm enough not to freeze, and cold enough to keep the sprouts from starting.

When the farmer wants corn, beans, oats, etc., what does he do? (Plants seeds of them.) Yes, but strangely enough, he does not often plant the seeds of the potato plant; this is only done when he wants to get a new variety of potato — something he has never before had. But, when he has a kind that he likes, he cuts it open and puts a piece with one of these eyes in the ground, and by and by the piece sprouts, and he has a new plant like the old one.

Of what use are the potatoes? Yes, we eat them; but they are also useful for something else. I have told you that the bags or tubers are to hold starch, etc. Well, men have found a way to separate each one of these from the rest of the plant, and so a great deal of starch is made, with some flour and sugar.

From the vines a poor kind of paper has been made, and a kind of liquor is sometimes distilled from the apples or potato-balls.

SEAT WORK.

BY STELLA H. SEED, GREELEY, COLO.

THERE is no term more familiar to the primary teacher than "Seat Work" or "Busy Work," as you please; there is no phase of the work so little understood by them, or so severely criticised by others. And much of the criticism is just, for many times the overworked teacher loses sight of the real end and aim. In her anxiety to keep the little heads and hands busy, she provides work which is merely "licensed idleness" to the little hearts so willing to work in right channels if guided to them.

Much of the seat work given to children has no meaning save to fill time, and the children know it. "Whether in the truest things or the most fantastic, there is nothing like the intensity of a child. Straight to the vital essence its imagination and its insight go."

Let us bear this in mind: Seat work is not a means of providing pleasant occupation or amusement for the children, but it is an important educational factor,— a part of the science of education, to which we give too little thought, and so understand it imperfectly. It is a very powerful factor, since its attractive appearance arouses the interest, stimulates curiosity, and attention follows,— attention which is the very soul of the school.

Two things only must we observe to avoid the

mistakes so often made by those who, ignorant of the underlying principles, call forth rebuke: —

1. We must adapt the work in this as in any other lesson to the mental development of the children.

2. Use these aids logically in developing a point, or as drill on a previous lesson. Let your seat work grow out of the lessons, all bearing directly upon some branch of the work. That is, use nothing which has not a psychological principle for its basis.

Do this, and there will be none of the "time-killing" element about it. True, "Busy Work" presupposes careful preparation on the part of the teacher for her work,— a preparation embracing a knowledge of the child's mind and its modes of activity, as well as the subjects and the methods of teaching them. She must know the needs of the class, and the individual needs also.

In preparing this work, we are reminded that it is a "varying quantity," since no two classes need just the same. In every case, the seat work given must be the fruit of the teacher's love, observation, and judgment if it stands the test.

COMPOSITION WORK. — First Grade.

BY L. H. JONES, CLEVELAND.

CARE must be taken not to crush out that spontaneity which is the vital element in the child's self-expression, but, at the same time, he must be gently led to express himself correctly and connectedly. The "impulse," which is the motive force, is, at this stage, simply the pleasure of self-expression under the stimulus of the teacher's encouragement; and the main fault in the child's expression will be inconsecutiveness in the matter of "arrangement."

To the young child, past and future are meaningless terms, — he has no appreciable past, and, therefore, can have no conception of future; and for this reason the "time element" is lacking in his narrations, and inconsecutiveness is the consequence.

In his descriptions, he is most likely to give the attributes in the order in which they attracted his attention, and the infinitely varying circumstances of his observations may easily have brought some minor and unimportant detail first or more vividly to his attention, and, therefore, are his descriptions apt to be lacking in the essential quality of "making the picture." Thus it is evident that he needs guidance and training in the mental process of "arranging," as well as in "expressing," his ideas.

This training calls for very skillful and intelligent treatment on the part of the teacher; for though the child's method of expression may be, and can be, *directed,* it should not be *controlled;* for to control would be to impose the will of the teacher on his expression, and thus crush or impair his spontaneity. The direction of his "arrangement," as well as the supplying of his needs in "expression," must come through his observation and reproduction work, and is to be effected, almost entirely at first, by means of the oral lessons, the teacher presenting the subject or material and arranging her questions in such a logical way that the child, naturally following her lead, forms his conception and gives expression to it in the same logical way.

If, from the very beginning, the child is guided by this directive influence of the teacher, he will in time show its impress in his mental habits. His mind will intuitively grasp, first, the essentials, and add thereto the details, and as his conception is, so will his expression be.

Thus will the teacher need to make a very careful study and preparation for her observation work and its accompanying oral lessons, for if they are not logically presented, the development of the subject in the mind of the child will not be logical, and, therefore, his expression of it cannot be logical.

The first written form of his own expression that is brought before the child is when the teacher writes upon the board, in connection with the reading lesson, the first sentence which he himself has dictated. This occurs during the first days of school, and long before he himself is able to use written language. It usually comes about in this way: In the course of the reading lesson, each of several members of the class will have given a "story," the resultant narrative being, in a way, a "class composition," as, for instance (the words in brackets being pictured): "I see a [flower]; it is in a [vase]; the [vase] is on the [table]," etc.

This seeing thought represented in written form is an excellent introduction to this form of expression, and leads up to the first attempt on his part to express thought in written form. He will have been prepared for the mechanical part by the learning to write, to copy words, phrases, and sentences, before his first independent work, the writing and filling in of elliptical sentences, is given him. The mental process here involved is scarcely more than an imitative process, but it prepares the way for the next step upwards, — embodying a given word in a sentence. Sufficient practice in this leads to embodying a thought of his own in a sentence. This, by slow degrees, leads to the writing of two, and finally several, written statements on a given theme. When the pupil reaches this stage of attainment, the teacher should take special precaution that the child does not fall into the habit of writing a collection of disconnected sentences or statements. This is a common fault, and one difficult to correct if the habit is once formed. The teacher should also take great pains to train the children from the beginning to feel responsible for every detail of the written work, — not only in the matter of arrangement and choice of words, but also in regard to spelling, penmanship, and neat and orderly appearance of slate or paper.

A systematically-pursued progressive course of training in language expression, both oral and written, will lead up to and prepare for the short descriptions and elementary narrations which stand for the "inventive composition" in the first grade.

This composition work, keeping pace with the evolution of power in the child, will find the first grade pupils, at the spring term, able to write, within their limitations, fairly good descriptions of the plants and flowers studied in the nature work, and fairly

good, though very elementary, narratives founded on the literature which accompanies this work.

The teachers of the first grade in this composition work have the most important work of the whole course in their hands; for with a defective foundation, the superstructure can never be whole and sound. — *Adapted from Address.*

PROGRAMME FOR AUTUMN WORK.

BY C. CAROL RAVEN.

WITH the advent of fall there arises in the minds of most teachers that zeal for a renewal of labor, which is, after all, only equivalent to the spirit's sympathy with nature. For the last two months we have been idling in the mountains or by the banks of rivers. Now we stand on the threshold of a new season, our minds alert to receive the inpouring of wisdom. What are we going to do with the children this season? Let us work along natural lines.

One of my boys came in to kindergarten the other day saying plaintively: "The flowers and birds are all gone." I caught the suggestion and arranged my programme accordingly.

FIRST WEEK.

CHANGE OF SEASON.

We will have no more hot weather. The woods are not green now, but brown and red, and the leaves are falling. The only flowers left us are chrysanthemums, which bloom in the fall. The farmer is very busy stowing away his apples and potatoes where Jack Frost cannot get at them. What has happened to the flowers? They have all changed into seeds and bulbs and are fallen asleep. The days are shorter and the light is not as bright as it was in summer, so they sleep well. The fishes are also going to sleep at the bottom of the rivers, and the west wind is beginning to blow cool. The fruit on the trees is ripe and the farmer is gathering it. Mother Nature has changed her green dress for one of brown and gold.

Gift Work. — Make the farmer's house and the orchard with sticks, and model the different kinds of fruit that has been gathered.

SECOND WEEK.

THE WANDERINGS OF BIRDS.

"The little birds at morning dawn,
Clothed in warm coats of feather,
Conclude that they away will roam
To seek for milder weather.

"The robin gives his last sweet strain,
His mate responding follows,
And then away they lead the train
Of bluebirds, wrens, and swallows."

Many birds of passage migrate at night. Those who do invariably take a high flight, including small birds like the robin and nightingale, which do not ordinarily trust themselves very high in the air. The birds that migrate by day generally travel from tree to tree, and from bush to bush. Some birds travel as far as Africa, others to the south of Europe. The earlier a bird migrates, the later it returns in spring. The swallow, however, migrates in October and returns in March.

Gift Work. — Balls. Name a bird with red feathers, with blue, with yellow, etc. Sew picture of bird.

THIRD WEEK.

CLOTHES.

Some of our clothes are made of wool. Where does wool come from? (From the sheep.) In winter the wool grows very thickly on the sheep's back. In spring it is shorn off and taken to a mill to be scoured. Then it is pulled into long thin threads and made into yarn, from which our stockings are knitted.

Some of our clothes are made of silk. We get silk from the silk-worm, which spins us long threads of silk.

Our furs are made from the skins of animals, the seal, the ermine, the sable, etc.

Straw hats are made from the stems of plants.

Cotton clothes are made from the cotton plant, which grows in the South.

Gift Work. — Make a sheep with the lentils. Fold a little boy's coat and hat.

FOURTH WEEK.

HOMES.

What are our houses made of? (Brick, stone, and wood.) Brick is made of clay. Stone is dug from the ground. Wood comes from trees.

What are the houses of birds made of? Hay, moss, and hair.

What are the homes of other animals? Crevices in the rocks, holes in the ground, hollow trees. Do animals build houses? Yes, some do. The beaver builds his little house with sticks and mud, the ant builds her hill with earth, the bee builds her hive.

Gift Work. — Build house with fourth gift and weave carpet from mat.

COMMON SENSE PHYSIOLOGY.

FOR THE TEACHERS.

IMPRESS children with the importance of observing cleanliness, both of person and clothing. This is essential to lasting health and beauty. They should be taught that certain habits injure the health, and that the use of alcohol and tobacco injures both body and mind. The teacher should endeavor to have her pupils conform their habits to the instruction she gives.

Look after the ventilation of the schoolroom, and if possible provide other means than open windows. Ventilate thoroughly during recess or exercise time.

Do not permit pupils to sit in wet clothing or with damp feet.

Do not keep small children too closely confined to a sitting position.

Do not permit drafts of air to strike the pupils, especially about the head and chest.

Do not permit the light to fall too brightly on the

LESSONS BASED ON THE SEVEN LITTLE SISTERS. — (VI.)

BY HELEN C. DRESSER.

VISIT TO THE LITTLE DARK GIRL.

I. The journey: —
 1. Preparation for the voyage: —
 a. Clothing, medicines, etc.
 b. Means of trading with the natives — cloth, beads, knives, etc.
 2. To Liverpool.
 3. Around the Cape of Good Hope.
 a. A glimpse of St. Helena — why this island interests us.
 b. A few days at Cape Town.
 1. Government of this country.
 2. Visit to an ostrich farm. — Habits, care, and commercial value of the ostrich.
 c. To the mouth of the Zambeze.

II. In a native village: —
 1. Government — by a chief.
 2. People — their appearance.
 3. Houses — shape, material, plans; some built on ant-hills; white ants.
 4. Clothing and ornaments:
 a. Anklets, bracelets, the pelele.
 5. Cooking utensils:
 a Water-jars, etc. Of what material?
 6. How they make a fire:
 a. Spark obtained by friction.
 b. Burn wood which seems very costly to us — mahogany, ebony, lignum-vitæ.
 7. Social observances:
 a. Men hunt, care for weapons, and act as interpreters and guides.
 b. Women grind corn, prepare food, cultivate fields, and do all the manual labor.
 c. Welcoming the chief after a hunt.
 d. Women are named after their eldest sons.
 e. How the natives say "Thank you."
 f. Manenko's and Shobo's games —
 1. Building houses of reeds.
 2. Making toy spears.
 3. Watching for the honey bird.
 8. A strange neighbor — the paper-spider;
 a. Her home.
 b. Care of her young.

III. A journey up the big river: —
 1. Preparation:
 a. Canoes; camels and donkeys; drivers and rowers.
 b. Cloth, beads, etc., with which to pay the men.
 c. Arrange to have baggage carried over land.
 2. Up the river:
 a. Tall reeds and rushes along the banks.
 b. A hippopotamus upsets one of the canoes; a baby hippopotamus on its mother's neck.
 c. Death of our camels and donkeys; the tsetse.
 d. We have an elephant hunt.
 1. We meet the "wait-a-bit" thorn.
 2. Lying in wait until the herd comes to eat.
 3. Killing the beasts with spears.
 4. Use of the flesh; of the hide; of the tusks.
 e. Guinea-hens, ibis, pigeons, antelope.
 f. Watch a lion, but fail to catch him.
 g. The rhinoceros and buffalo; the guard of each.
 h. Visit a village on market-day.
 i. Two of the party are seized with the fever, and we are obliged to return to the coast.

IV. Homeward: —
 1. To Bombay: —
 a. A glimpse of the city.
 2. A pause at Ceylon.
 a. Some monks of Ceylon.
 b. Religious traditions connected with the island.
 3. To San Francisco.
 4. To Denver.

Books which may be used as reference in preparing the above lesson: —

"Seven Little Sisters" Jane Andrews.
"Each and All" Jane Andrews.
"Encyclopædia Brittanica."
"The World at Home" Sixth Book.
"In Darkest Africa" Stanley.
"Geographical Reader" J. Johonnot.
"History of South Africa" Theal.
"Story of the Nations" South Africa.
"Footprints of Travel" Ballou.

October. — First Grade.

BY FLORA F. COOKE.

This is October.
The air is cool.
The sky is clear and blue.
There is frost in the morning.
The grass is brownish green.
The leaves and nuts are falling.
We gather the aster seeds.
We gather the goldenrod seeds.
The wind gathers many seeds, too.
The maple leaves are yellow and red.
The oak leaves are brown and green.
The elm leaves are yellow.
The willow leaves are green.
Some ash-leaf maple leaves are yellow.
Our ash-leaf maple tree is bare.
We see the birds flying south.
We find the cocoons of the caterpillars.
We find the cocoons of the spiders.
We cannot find the caterpillars.
We cannot find the grasshoppers.
We cannot find the ants and earthworms.
Where are they?

— *C. C. N. S. E.*

A Bit of Geography. — (IV.)

Philadelphia, Natural Gas.
Benjamin Franklin, Coal.
Robert Fulton, Iron.
Susquehanna, The Ohio.
The Monongahela, The Alleghany.
Pittsburgh, Harrisburgh.
Scranton, Allentown.
Wilkesbarre, Oil Fields.
Mountains, Altoona.
Lehigh Valley, Quakers.
Fertile Valleys, Matthew S. Quay.
William Penn, Reading.
Johnston Flood, University of Pennsylvania.

Clay Modeling.

In October mould walnut, chestnut burr, chestnut, horse-chestnut burr, horse-chestnut, ear of corn, stalk of wheat.

Foods.

BY R. N. YAWGER.

What is the place called where meats are sold?

From what animal is each of the following obtained: Mutton, beef, chops, sausage, steak, venison, spare-ribs?

Mention several modes of cooking meats.

For what special purpose are each of the following used: Yeast, baking-powder, vanilla, salt?

What are vegetables?

Name four kinds of vegetables.

What do you call the place where vegetables are grown?

Name several foods suitable for dinner, for tea, for lunch.

What is meant by pastry?

A Pine Twig.

Here is a pine twig.

See those long sharp things.

They are its leaves.



Are they not queer leaves?

They are called needles.

They are so long and sharp, they do not all fall off the tree at once.

If you go into a pine wood, you will find many of these leaves on the ground.

But the tree is always green.

It is well that the pine leaves are not big and broad like some leaves.

Perhaps they would hold so much snow in winter that the tree would break down.

But the fine snow sifts right through these fine little leaves.

Do you see the pine cones?

When the cone is little, it stands up to catch the yellow flower dust.

It will not grow unless the yellow dust falls upon it.

When it gets bigger, it turns down.

Then the scales keep out the rain.

It seems to know just what to do, doesn't it? — *Nature Stories by D. C. Heath & Co.*



1. How may whispering be checked?

2. Shall the reason *for absence or tardiness be required in the excuses?*

3. Are one sessions desirable in stormy weather?

CUYHOGA.

1. I have answered this first question in a recent number of these "Talks with Teachers."

2. It is more satisfactory to have parents give the reason, but I do not think it can be insisted upon, if parents do not wish to give it. If the parent writes that Marian was necessarily detained, it is usually wise to accept the statement. If absence is frequent, except for sickness, it might be well to call upon the parents or to write a pleasant note, saying how seriously it affects the child's progress.

3. It depends much upon the community and the hardiness of the children whether one session, no session, or two sessions is best. This is usually determined by the school board, in accordance with local sentiment.

How can I best influence my pupils?

AMBITIOUS TEACHER.

By having them best influence you. This may seem vague, may dodge your question, but influence to be the best must be mutual. If you listen to the child, he will listen to you. If he knows that you are influenced by him, he will be by you. A very little of such mutual sympathy accomplishes much.

My worst failing as a teacher is the "blues." I get fearfully discouraged and would give up teaching if I could. I must confess that I am so disheartened at times that if I did not need the money, I would not teach another term. Is there any help for me?

O. D. I.

You must get over the "blues" or stop teaching. Cheerfulness and hopefulness are nowhere so important as in the schoolroom. If the only thing that keeps you in the schoolroom is the fact that you must have the money, then you should certainly leave. As to your getting over the "blues," that depends upon the cause. If they have a physical origin, then look after your health and get well at any cost; if inherited, discipline yourself vigorously, for inherited blues threaten mild insanity; if jealousy, social or professional friction have developed this condition, treat yourself heroically, and be more womanly. "Blues" can usually be exorcised, but one must do it for herself.

"A Pennsylvanian" asks that Mr. Winship will state his opinion of a certain system of teaching in the next issue of the AMERICAN PRIMARY TEACHER. This, of course, is an impossibility. Had the writer sent his name, a personal reply would have been sent.

IN A BEEHIVE.

BY LOIS CULMAN.

I.—WHEN THE BEES WERE AWAY.

THE outside of this particular hive was not prepossessing, and I expected little from the inside; but when I entered, it seemed almost like fairy-land.

A close observation revealed the walls a "smoky brown," the seats were old, many bearing marks of a jack-knife; even the floor had some worn-out boards; but these dark walls were aglow with pictures. One side was a reproduction of the World's Fair; while the presidents of the United States occupied one corner; there were copies of famous paintings, and a group of authors smiled at us from their place above the bookcase. A border, made of pictures cut from newspapers, magazines, etc., and pasted upon heavy paper, extended around the room. The north wall was devoted to the western hemisphere, the east to Europe, the south to Africa and Australia, and the west to Asia.

In crescent shape above the clock were the words (made of pretty paper), "Be as busy as I am." On the front blackboard, in colored crayon, was the one word "Think."

In one corner stood a bookcase, with glass doors. The inside walls were lined with pictures of the Colosseum and other noted buildings of Europe, and temples of Asia. One part was used as a museum, and, while it contained nothing of commercial value, it represented the interest manifested by the contributors. There were shells of every description, one small starfish, several varieties of coral, various kinds of ores, sulphur, rock salt, a piece of stalactite from Mammoth Cave, Indian relics, petrified wood, specimens of different kinds of woods and leaves, cochineal bugs and some of the dye, cotton bolls, a silk cocoon, and a real live butterfly cocoon, different kinds of spices, all kinds of grains arranged in a box, two small idols from China, pair of chopsticks, bamboo cup, porcupine quill, and many other things interesting to children, many of whom had never been outside of their own county, in which there was not a river, lake, mountain, or large city.

Other shelves of this case were used for books, but they were all in the homes of the pupils. A neatly written librarian's record showed the names of many of our best authors.

On one shelf of a paper-rack were a number of school journals taken by the teacher; on another were well-worn copies of a leading children's magazine. Beside these hung a collection of papers prepared by the children. The topics were chiefly those suggested by a lesson or some article in their museum. A number of scrapbooks containing anecdotes of the different countries were well arranged, and beside each book was a large envelope, in which the clippings were kept until they were arranged for insertion. Near by was the post-office.

I had seen enough in this empty hive to make me want to visit it again when the bees came home.

II.—WHEN THE BEES WERE AT HOME.

One morning soon after my pleasant visit, in company with the superintendent, I re-entered the hive, now literally buzzing with inmates.

"Where is your teacher?" asked the superintendent. "She's in the crater," replied a bright-eyed girl. Truly so it seemed. In the centre of what seemed a veritable volcano sat Miss K., admiring and explaining a new specimen that some one had brought for their museum. When she became aware of our presence, she arose, and the "sides of the crater" dispersed.

At five minutes before nine the call-bell was tapped, and when the opening hour arrived, every one was ready. After singing a cheerful opening song, Miss K. took the Bible and asked who remembered the lesson of the previous morning. Several hands were raised, and the child allowed to answer said: "It was about Samson and the consequences of 'paying back.'" She then read the lesson of forgiveness and the golden rule, and in a few words compared the two lessons, and the foundation for the day's government was laid. All heads were bowed and reverently the Lord's prayer was repeated. Another song followed.

"Current events," said Miss K., and a perfect wilderness of hands went up. One after another, each child gave some bit of news in good language. During the few minutes allowed for this exercise, they had given points on the most interesting topics of the day, and showed no small amount of knowledge for little children.

All signals were given quietly with Miss K.'s pencil, and obeyed promptly. Time forbids more than general statements regarding the work, but neatness of work, accuracy of thought, clearness of expression, and a deep interest were noted. The arithmetic recitation proved they had been taught *how* to reason, the reading was expressive, language work bore marked evidence of thorough preparation, and the geography lesson was a treat.

The children had no books, so the lessons were prepared by the teacher. Such an animated group of faces it did one's heart good to behold. Mexico was the subject, and so well had the lesson been prepared they seemed almost to have been there. They had previously made the map, and located important places. Pictures, articles read, specimens from their museum, facts from other sources, made it extremely interesting. Geography was not the *dry* lesson it is often considered, for with it were connected history, literature, and even political economy in well-regulated proportions, of course.

Between recitations, gymnastic exercises rested their bodies and a song or repetition of some poem or quotation rested the mind. In conversation, the teacher said: "I never begin my day's work without having it all planned; often this plan must be rearranged, but I am ready for that, too. I put my pupils upon their honor, and it works well.

"Who furnished all these things?" I asked. "The children; they are delighted to do it."

"Were your books supplied by the school board?" "No. We gave a public afternoon and charged a small admission fee, and with that money bought some. A few have been contributed by friends who became interested in our efforts." "Who furnishes the magazine?" Pointing to a toy bank on her desk, she replied, "We decided to put into this the money that otherwise would have gone for candy and chewing-gum, and to this we added some more."

"How do you find time for all this work?" "I do not think it takes more time than the old way, and the former 'worrying hours' are devoted to new methods. Since I have tried this, many school troubles have vanished."



WHAT WE DID IN OUR SUMMER VACATION.

[Used by Courtesy of *Our Dumb Animals.*]

THE READING CLASS.

BY ADELAIDE V. FINCH,
Principal Training School, Lewiston, Me.

THE beginner's script is now almost universally used for the entering class, and the teacher is thus able to choose her own material, and there is no excuse for not using that which will inspire even these little ones with a love for good literature.

The day has passed — let us be thankful for it — when it is "good form" to teach the little folks to read "See me go up." It is not necessary that the very words which occur on the pages of the Chart, Primer, or First Reader should conscientiously be taught.

The point of vital significance is the development of power to read, and this can be done best by the use of true literature.

What method do I use? Not any *one* method, but that which seems to me best from all methods.

Whether the class is being initiated into the mysteries of reading, or has already acquired some proficiency in the art, the principle in teaching is the same. Reading is the getting of thought from print or script, and before the child can gain the thought he must know the form, sound, meaning of the words.

There should be three periods each day devoted to the reading class the first year. The first is the Word Lesson, in which the child learns from the board the form, sound, and meaning of the new words occurring in his lessons that day. It is impossible for the pupil to gain the thought in a selection if he is continually stumbling over new words.

The second is the Preparation Lesson, in which the main purpose is to secure good expression, based upon gaining the thought which the writer intends to convey. To this end, the teacher questions continually and specifically in order to bring out the author's thought, the answers being given by the pupils in the language of the lesson. No mechanical work is allowed in this lesson. Nothing can interfere with the thought getting. If the Word Lesson was a success, there will be no difficulty in the preparation of expression.

The third is the Reproduction Lesson. The pupils *read.* No questions are asked by the teacher, unless it be necessary in order to bring out some thought and expression, for which the previous lesson was insufficient.

The "group system" appears to give the best results. We have about ten pupils in each group, believing that a fifteen-minute recitation devoted to ten children is of far more value than a thirty-minute recitation devoted to twenty children.

Length and Height.

Compare each of the following with something that is longer or shorter or taller than itself: —

boot	pencil	table
chair	stool	sofa
book	ruler	tree
fence	piazza	chimney
room	penholder	doll
car	cart	cane
broom-handle	mouse's tail	rabbit's ears
sled	skates	shoe

NATURE STUDY FOR OCTOBER.

BY A. C. BOYDEN,

Bridgewater Normal School.

THE beautiful foliage of this month suggests attractive material for the children. Some interesting poem adapted to the grade will serve as a pleasant introduction: —

"'Come, little leaves,' said the wind one day,
Come over the meadows with me, and play,'" etc.

"'I'll tell you how the leaves come down,'
The great tree to his children said," etc.

"October gave a party;
The leaves by hundreds came," etc.

[For the remainder of each poem see Lovejoy's "Nature in Verse."]

Whittier's "Indian Summer" and Longfellow's "Autumn" are among the many selections that are appropriate to older grades.

AUTUMN LEAVES.

The thoughts of beauty can best be impressed through the collections of colored leaves made by the children. The leaves can be pressed and mounted to illustrate different points. These mounts, with the names attached, may be arranged about the room over the blackboards for the purpose of helping the children recognize the different trees by means of their leaves. A simple study of the colors may accompany this work by the selection of colored papers to match the leaves; these may be mounted beside the leaves. The number and gradation of the different colors will be seen, also some points of harmony of colors can be taught in the older grades. All of this color work is to be used to impress the thought of the rich beauty of the autumn foliage.

Mounts of individual colors may be made to im-



WILLOW LEAF.

press the prominent colors; *e. g.*, yellow leaves of different trees, red leaves ("crimson," "scarlet"), orange leaves, purple leaves, etc. Be on guard against poison ivy, with its three brilliant leaflets, and the poison sumach, "dogwood," with its nine leaflets. These plants are so brilliant in foliage that they attract collectors, hence it is wise to limit the collections to the common trees. Another set of mounts can be made to illustrate the gradation of colors in the same kind of leaves; *e. g.*, the ash changes from violet through brown, red, orange, to yellow. "The first coloration is usually seen at the veins of the leaf, extending outwardly until the whole is tinted. Sometimes it appears in spots, like drops of blood upon the green surface. The gradations of autumn tints are from dark to lighter hues." There is a helpful chapter on "autumn woods" in Flagg's "A Year Among the Trees."

LIFE HISTORY OF LEAVES.

(*Primary Grades.*)

Begin with the leaves as they are growing on a twig, trace the leaf from the main stem to which it is attached, through the stem or petiole into the midrib and veins to the margin of the blade. As the children trace the parts let them describe what they find at each step. They can think of this as the course of the water as it comes up from the roots to



ASH LEAF.

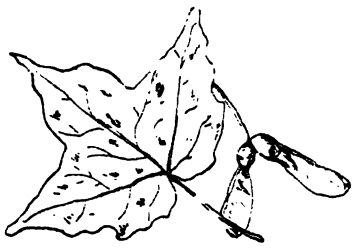
the leaves. The expansion of the petiole at its base enables it to cling firmly to the stem, the strength of the attachment is shown by carefully pulling the leaf from its place. The shape and color of the petiole will be noticed, also the branching of the midrib into the veins. These should be thought of as the framework of the leaf, giving it strength as it is held out in the sunlight. By scraping off the skin from a thick leaf like the plantain, the softer green pulp may be found between the veins. Look for little hairs on the upper or under side of the blade; these hairs often serve to hold drops of moisture.

This observation of the leaf will prepare directly for the pictorial drawing of one or more leaves. In this drawing particular attention will necessarily be given to the shape and margin of the blade. After this exercise the sketch of a leaf may be placed on the board with the names of the terms written below as a spelling exercise. These words may then form the basis of a language paper in which the words are incorporated in descriptive sentences.

The next step in the life of the leaves is the change in color, which can be traced till all the green color has disappeared. In a general way, this may be thought of as the ripening of the leaves as they finish their year's work upon the tree. [The valuable materials of the leaves have been absorbed by the branches and roots, to be used again the following

spring. The colors depend merely on the changes that accompany the withdrawal of the material from the tissues of the leaf. Frost perhaps hastens this breaking up, but it is not the cause of it. — Bergen's "Botany," Chapter XII.]

The third step to notice is the falling of the leaves to the ground after they are fully ripe. Notice which trees drop their leaves very early; *e. g.*, ash and horse-chestnut; those that follow in order, — a list on the board encourages the observation; those that retain their brown leaves into the winter; *e. g.*, certain oaks. The leaves fall gently, one at a time, from the trees. The reason for this can be seen in the smooth face across the end of the petiole of the ripe leaf. This is nature's preparation for the winter, as the



MAPLE LEAF.

load of heavy leaves would be too severe a strain on the branches during the winter storms. [As the material is withdrawn from the leaf, a layer of flat cork cells is built across the petiole; this prevents any wound to the tree as the leaf falls.] The attention should be called to the value of the dead leaves on the ground, covering up the seeds, and gradually decaying to enrich the earth. These thoughts impress the idea of adaptation in nature to the seasons of the year.

The final step at present is seen in the buds which are formed on the end and sides of the stem. These are the product of the summer's work and contain the leaves or flowers of the spring growth. The covering of scales together with any pitchy substance protects the buds from winter cold and moisture. The position of the buds tells where the new leaves and branches will appear. In the spring this work is naturally continued by the study of the swelling and opening buds. This will complete the cycle of leaf history.

A drawing of the bare twig will lead to the careful observation of the position, form, and relative size of the buds. Little booklets may be made in the upper primary grades, which will include the mounts of colored leaves, the drawings, the copied memory gems, and the descriptive language exercises. An appropriate cover may have for its title, "The Story of the Leaves."

DIFFERENCES IN LEAVES.

(Intermediate Grades.)

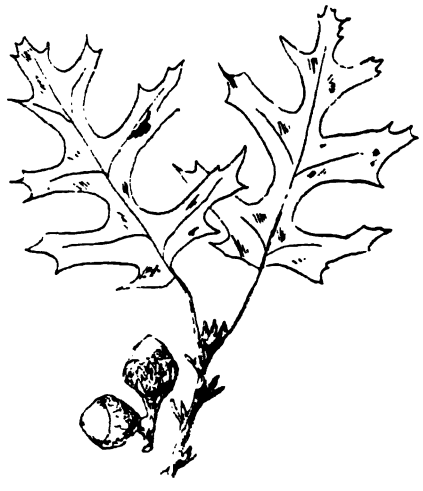
The arrangement of leaves on the branch and the plan of veining as determining the shape of the leaf should be used to teach a principle of adaptation in plant life. Each leaf is placed so as to get air and sunlight for its growth.

One tree is studied at a time. The elm illustrates a close alternate arrangement of leaves. The leaves are placed on the branch in a spiral line, with large and small leaves so mingled as to give each its full exposure. Often the individual leaves seem to have turned in such a way as to adapt themselves more perfectly to this plan. Each leaf has a midrib and veins arranged like the parts of a feather; hence the name, "feather-veined leaf." Each main vein extends into a tooth on the margin of the leaf, and a careful examination of the curves of these teeth reveals the beauty of outline. The petiole of each leaf is short and thick, the two sides of the blade are far from equal, and no two leaves are just alike. This inequality in the details of the same plan gives another element of beauty to the tree.

After this preliminary observation the children are ready for the drawing of the twig to show the points more carefully. This drawing is best done by a series of directions which call for careful observation at each step. A mounted twig of the colored leaves may accompany the drawing sheet, or it may be mounted on the same sheet. A sketch on the board with the terms written underneath is a good preparation for the language description as it gives opportunity for a spelling drill previous to the paper.

The simple thought of the adaptation of this arrangement of leaves is impressed by collecting other illustrations of alternate feather-veined leaves; *e. g.*, apple, birch, oak, beech, and chestnut. Some of these may be mounted to make a class album of autumn leaves.

The maples illustrate an opposite arrangement of the leaves on the branch, with a different spiral from that of the elm. The large and small leaves also are differently placed, but are arranged to accomplish the same purpose. The five main veins extend from the petiole into the same number of pointed lobes, each of which has its feather-vein plan and teeth with their beautiful curves. The principal veins resemble



OAK LEAF.

the palm of the hand and fingers in arrangement, hence the name "palmate-veined leaf." The petioles are longer than those of the elm and vary in length according to the size of the leaf. The two parts of a leaf are more nearly equal than in the elm leaf, but by folding we see that the parts do not exactly coincide. This arrangement of leaves should be seen to be as appropriate for the maple as was the alternate arrangements for the elm, and the plan of veining is suited to a broad leaf. By trying to place the maple leaves on an elm arrangement and vice versa, the wisdom of each plan will be appreciated.

In a similar manner to the elm follows the mount-

ing, drawing, and description. The buttonwood (sycamore), currant, grape, and varieties of maple are further examples. The Virginia creeper and horse-chestnut illustrate the compound arrangement of the same plan, each leaflet is separated from the others on the different veins.

The hickories (shell-bark, pignut) and walnuts (butternut) illustrate the compound leaf based on the feather-veined plan. The position of the bud determines how much is one leaf. The leaflets are opposite, as if made by placing a small blade about each vein, while each leaflet resembles a feather-veined leaf with a very short petiole. This plan furnishes large leaves cut apart to allow circulation of air and sunlight through the foliage. Imagine elm or oak leaves on these branches, and we shall appreciate the fitness of nature's plan. Drawings and descriptions may follow as before, and the leaves suggest designs for the more artistic exercises.

A simple summary of the arrangement and plan of leaves should close the subject simple and compound leaves; parallel and netted-veined leaves; feather and palmate veined leaves. In each case the framework determines the shape, and all is arranged to accomplish the purpose best for each kind of tree.

Knobel's "Trees and Shrubs of New England" will aid teachers and children in identifying trees by their leaves.

LIFE HISTORY OF A TREE.

(Grammar Grades.)

It is well for each class to select some particular kind of tree for the year's study; *e. g.*, maples, oaks, nut trees. Much can be observed in the fall, while the remainder of the history belongs to spring.

The first step is some outside observation of the habit of the tree, its natural place of growth, the usual size, the general appearance of the tree, and reasons for its cultivation. When the leaves have fallen a sketch of the tree will show its general shape and plan of branching. Collections should be made of the leaves of different varieties of the tree, these are mounted at such a time as will show their prominent autumn colors. The time of the falling of the leaves is carefully noted.

A sketch is made of a twig showing the arrangement of the leaves as well as the shape of the individual leaves, and the position of the buds. The kind of leaf is carefully determined and written out to accompany the sketch. Special thought is given to the appropriateness of the arrangement and shape of the leaves to the particular tree in getting sunlight and air. [The green coloring matter of the leaf prepares the starch for the plant when exposed to sunlight; it requires for this work water from the soil, and carbonic acid gas from the air. The excess of water is evaporated from the leaves into the air.]

The flowering of the tree must be a part of the spring study, but the fruits can be collected in time for November work.

The wood of the tree should be noticed as a record of its life work. Specimens of the young stem, with its smooth bark, as well as sections of the old wood, are needed. The thick outer bark is full of ridges and cracks, and the skin is nearly worn off. Often the color and ridges of this bark aid in distinguishing the tree. It serves as a corky protection for the growing parts underneath. Next is found the young and tender inner bark, laid on together with the new layer of wood during the active period of growth this year. It is easy to see why the rings of wood enable us to tell the age of the tree. The nature of the wood can be determined by trial, whether it is hard or soft, tough or brittle. This prepares for the thoughts of the special uses of the wood. Specimens showing the grain of the wood illustrate the reason for its use in interior finish.

A drawing of the wood section should show the outer and inner bark, the rings of wood, the heart wood, and the rays from centre to circumference. This illustrates the plan of growth in an "exogen" (outside grower), and is adapted to provide material of strength for man's use. A comparison can wisely be made with a section of a cornstalk, in which the woody fibres are scattered through the pith of the stem according to the plan known as "endogen" (inside grower). A drawing of this section placed beside the other will indicate the difference in plan of growth. This latter plan is adapted to provide food material in abundance, as in the case of the sugar cane, grasses, and grains.

The description of the tree thus far should be written from a simple outline, followed by any information, literary reference, or historical allusion desired. For facts to aid the teacher's observation reference may be made to Russell's "Native Trees," or to Flagg's "Year Among the Trees." The papers and drawings may be bound together to await the supplemental spring work.

FLOWER TALES FROM MYTHOLOGY.*

BY GRACE ADELE PIERCE.

CLYTIE: THE SUNFLOWER.

It was not until I went to school that I learned the story of the sunflower.

Clytie was a water-nymph, one of those beautiful spirits that the Greeks used to say lived in every stream, to guard it, and keep its waters sparkling and pure. She had always lived among the shadows of great trees in the little fountain that was her birth-place, and she was very happy there. She laughed and gurgled so merrily all day long that the children who played on the bank of the brook would listen and say: "Hush! Do you hear the voice of the stream-spirit?" And they would laugh and be merry, too, thinking Clytie was answering them all the time in the soft gurgle of the water over the stones.

One day Clytie went floating out farther than she had ever ventured before, into an open space — perhaps the woodsmen had been cutting down some of the trees — and for the first time in her life she saw the sun.

The people of those early days thought the sun was a beautiful youth, and they called his name Apollo. He drove every day, they said, in a golden chariot, drawn by shining white horses, up over the steep road that led from east to west through the heavens.

Clytie thought this sun-god the most beautiful thing she had ever looked upon, and she babbled louder and louder, hoping he might look her way, and come to rest on the green grass by her banks. But Apollo was busy guiding his horses up over the dangerous road of the heavens, and he never seemed to hear at all — never stopped for one moment. How could he be expected to hear a little nymph babbling out of a brook when he was so big, and shining, and far away?

But now that she had seen this beautiful being, the little stream-spirit was not content any more. She did not answer the children as they called to her in their play, and every day she would go floating out to the open space beyond the shadow of the trees. Sometimes she would catch for a moment the image of the sun as it shimmered down upon the water, but when it was gone she would be lonely again, more lonely than before. She did not laugh or gurgle any more, but her voice seemed to be always sobbing, sobbing, as the water went flowing over the pebbles. And then, at last, she was silent altogether.

She crept out upon the bank of her little brook, and for nine long days and nights sat with her yellow hair drawn about her face, neither eating nor drinking. Then one morning the children, as they followed the windings of the brook, seeking their playmate, came upon a tall stalk with a heavy yellow blossom at the top. They said: "This is the water-nymph changed into a flower" — and so the people believed.

This is the story of Clytie, the sunflower, as I learned it ever and ever so long ago.

*Copyright, 1895.

For Spelling.

Write five grains	eight flowers
six fruits	four herbs
seven trees	four roots
five vegetables	six nuts
four berries	three parts of tree

Food Lessons.

FOOD LESSONS. — (II.)

BY THE AUTHOR OF "PRESTON PAPERS," NEW YORK.

PEACHES.

MATERIALS: 1, peaches, ripe; 2, canned; 3, dried in halves; 4, peach pits, whole and split; 5, kernels of the pit; 6, small branch of the tree; 7, leaf and blossom, pressed and mounted on manila card, with the *familiar name* neatly written underneath, the *botanical name*, the *family* or order, division, class, and sub-class, together with leading points by which they may be identified, classified, and analyzed.

METHODS. — Use practically those mentioned in the September number of the AMERICAN PRIMARY TEACHER.

The observation lessons, inquiry and conversation lessons will develop these facts: —

Peaches are good to eat and healthful.
They are fruit.
They grow on trees.
The outside is soft and velvety.
They are nearly round.
Peaches are very pretty.
They smell good.
The pit holds the seed, which tastes and looks like a bitter almond.

INFORMATION LESSONS. — 1. The botanical name of the peach is *pru-nus per-si-ca*, or Persian prune, so-called because the Greeks and Romans received it from Persia, although it had first grown in China.

2. Its family name is *rose*, and the order *rosaceæ*.

3. It is a stone fruit, whose single seed is in the centre.

4. The flesh is slightly acid, and peaches are good food when fresh, stewed, canned, dried, or preserved.

5. It blossoms before the leaves come on the trees; and the pink of the flowers, combining with the delicate green of the leaves, makes it one of the most beautiful of fruit trees in early spring.

HISTORY.

For a long time Persia was thought to be the home of the peach, but it has been shown to have originated in China[1], from where it has been brought into cultivation elsewhere.

Pliny says that it was supposed that the Persian king, who was at war with the Egyptians, sent them peaches, hoping to poison them.

It was introduced into Italy from Persia, by the Romans, in the reign of Claudius Cæsar, who, moved by curiosity, sent couriers to get some of the beautiful fruit; into Great Britain in the sixteenth century, and brought from there to Virginia by the early settlers in 1680.

There are references to peach trees in ancient traditions and writings of the Chinese, one of which tells of a tree that bore fruit only once in a thousand years, and then produced immortality. One of the others tells of a tree which, while the nation was young, grew on a mountain that was guarded by demons. These peaches produced instant death when eaten.

GEOGRAPHY.

In some parts of America peaches are an important crop, though so perishable; and the United States produces more than all the rest of the world.[2] California, Delaware, Maryland, New Jersey, Pennsylvania, New York, and Georgia have immense peach orchards, Delaware and New Jersey alone having over 50,000 acres, and at the lowest estimate over 5,000,000 trees.

The peach is liberally cultivated in Western Europe, even growing in Scotland.

AS FOOD.

Peaches form an agreeable food product whether eaten fresh, dried, or cooked, alone or with the accompaniments of cream, sugar, or both — or made into jellies, puddings, pies, dumplings, shortcakes, conserves, or other preserves or pickles.

OTHER USES.

Brandy is distilled from the fermented juice, and the seeds and flowers are employed in the manufacture of a liqueur (or fancy perfume) called *persico*, from its Persian origin.

Peach water, for flavoring in cooking, is made from the fresh leaves, by bruising them, mixing the pulp with water, and distilling.

The orchard refuse is fed to pigs.

Stewed peaches and the leaf extract are used as medicine.

The kernels yield Prussic acid, a deadly poison which is sometimes used as medicine. This is said also to be located in the dimples of the shell. *No one should ever eat a peach kernel.*[3]

CULTIVATION OF THE PEACH.

This most delicious fruit requires a warm, but not hot, climate, growing freely throughout the southern half of the north temperate zone, and to a limited extent even further north.

It is propagated both from seeds and sports, and the tree grows from ten to twenty feet high. It is said to be at its best when about five years old, and to die soon after; but some of the best peaches I ever ate were gathered from trees that were ten years old, very thrifty and prolific.

SOME RELATIVES OF THE PEACH.

Almonds are closely allied to peaches; so, also, are plums, prunes, nectarines, and apricots.

"Darwin considered the peach a variety of the almond, and the nectarine a form of peach; and held that the same tree has borne in successive years peaches and almonds, and that *peach* trees have produced *nectarines;* also that the seeds of the *peach* have produced *nectarine trees.*"[4]

Other botanists and naturalists, however, dispute these points, and claim each as distinct members of the rose family.

OUTLINE FOR BLACKBOARD LESSON.

THE PEACH.

1. *Kingdom.* — Vegetable, Latin, *vegetabilis*, enlivening; from *vegetare*, to enliven, invigorate, quicken.
2. *Botanical Name.* — Prunus persica, or Persian prune.
3. *Family.* — Rose.
4. *Order.* — Rosaceæ.
5. Stone fruit, or *drupe*.
6. *Propagated.* — From seed and "sport."
7. *Blossoms.* — Appear before the leaves.
8. *Uses.* — Food; delicious and healthful, fresh, dried, canned, pickled, or preserved; made into pies, puddings, jellies, dumplings, sauces, and marmalades; also for wines and brandies. Medicine. Flavoring extracted from leaves. Poison from pit. Refuse fed to swine.
9. *History.* — Native of China; brought to us from England more than 200 years ago. Carried to Italy by Emperor Claudius Cæsar, from Persia.
10. *Geography.* — North temperate zone.
11. *Commerce.* — Growing in importance. Because of its perishable nature swift freight trains are run to the large cities from the great peach orchards, during harvest.
12. *Cultivation.* — A light soil will do, even sandy; warm but not hot climate.
13. *Related* to prune, plum, apricot, and nectarine.

1. Willis, *Practical Flora*, p. 122.
2. Information Reader, Vol. 1, p. 189.
3. Information Reader, Vol. 1, p. 187.
4. Willis, *supra*.

* History Stories. *

STORIES FROM BRITISH HISTORY.—(II.)

BY PAMELA MC ARTHUR COLE.

THE SAXONS.

III.

THE rule of the Romans lasted nearly four hundred years, and the Britons learned many things from them. They learned how to build vessels, to make and use tools, and they traded with foreign nations. The Romans built many forts, and they made excellent roads. The remains of forts and roads may still be seen in many places.

But the affairs at Rome became very troublesome. The great empire that had conquered so many nations was attacked in her turn, by the Goths and Huns, from the north of Europe. They were bold fighters; they were greedy, and wanted to get possession of the city of Rome and all the wealth that was to be found there. The Romans needed all the strength they had, and the soldiers that had been kept in Britain were all called home.

The people of Caledonia — it is now called Scotland — were almost always at war with the Britons. and the Roman governors had built two high stone walls along the northern part of Britain to keep out the Scots and Picts, who lived there. Every little way along the walls were towers where soldiers were stationed, and as long as the Romans staid in Britain, the Scots and Picts had to stay at home; but when the time came that the Britons were left to themselves, they found that there was no wall that would keep these troublesome neighbors away. They broke down the walls in many places and the Britons fled at the sight of them.

They came when they pleased, they fought and they robbed; when they had taken all they could find, they went home and rested. When the Britons who had fled came back and rebuilt their homes and planted their fields, they could never be sure of enjoying their harvest, for the Caledonians were ready to rob them of it. There was no help to be had from the Romans, so they looked about to see who would help them, and by the advice of Vortigern, one of the chief British princes, they invited the Saxons, a German tribe, to come.

The Saxons came gladly. They were a fierce tribe, and like many of the people of that day fond of fighting. Their leaders were Hengist and Horsa; each of these names meant horse, and the Saxon banner had a great white horse embroidered on it. The Scots soon learned to fear the sight of that banner, and so did the Britons, too; for after Hengist and Horsa saw what a beautiful country Britain was they thought they should like to stay there. Hengist brought his daughter, the beautiful Princess Rowena, to Britain, and she was soon married to Vortigern; then of course there was no such thing as turning out her father and friends. Hengist sent home for other armies of Saxons, and little by little, after many a hard fought battle, the Saxons were masters of Britain, which they divided into seven small kingdoms.

IV.

The Saxon conquest was a slow one. It was more than a hundred and fifty years from Hengist and Horsa's coming before Britain had finally yielded. The name of Arthur, one of the British princes, is known in many a song and story. He is said to have defeated the Saxons in twelve battles. He was at last killed, but so much did the people love him that they would not believe that he was gone from among them, and there was an old story, for many years believed, that he had been carried away to fairyland, where he would sleep till some time when his country was in great distress and need, when he would come back and once more lead her armies against the foe.

He is called by the poets a "blameless king and stainless man."

It was said that at his court he had a round table at which he sat with his knights, that there might be no dispute about places, for in those old days there was often trouble as to where people should sit at a feast, the people of the highest rank occupying the highest places, those at the upper end of the table. At the round table of King Arthur there was no head, so there need be no dispute.

Long before this time the Christian religion had been known in Britain, but the Saxons, who were heathen, had at last driven away most of the natives and established their own worship. Only the Saxon language was generally spoken and the days of the week were named from the Saxon gods.

The Saxons, like many other nations, made slaves of their prisoners; they did worse; they sometimes sold themselves and their own families into slavery.

At one time a pious priest, named Gregory, walking in the streets of Rome saw some children sold as slaves. He noticed that they were very pretty children, and he inquired whence they came. He heard that they were brought from the far-off island of Britain. They were called in their own country Angles, the name of their tribe. The good priest said: "They are beautiful enough to be called angels if they were only Christians," and from that time he tried to find some one who would go to preach to the people of Britain.

About the year 597 some missionaries came and were kindly received in the little kingdom of Kent by its king, Ethelbert. His queen Bertha was a Christian, and had long desired to see her people converted. She was the daughter of a French prince, and had been carefully taught in her own home.

The missionaries went from place to place, not only in Kent, but the other Saxon kingdoms. The people listened to their teaching and in the course of time most of the Saxons learned the religion of Christ.

The Saxons became much improved and civilized; but they were not a peaceable race. After the Britons were conquered or driven away, their conquerors quarreled among themselves, and the seven little kingdoms were often at war with each other; but at last some were overpowered and some were glad to be at peace and to unite under one ruler. They crowned as their king Egbert, who had governed that part of Britain called Wessex. He was now king of the whole country, which was called Angle land, from the name of one of the Saxon tribes. Later, it was known as England.

Egbert was crowned in the year 827, nearly four hundred years after the Saxons came into Britain.

Odds and Ends.

Language Lesson on an Apple.

NOTE TO THE TEACHER.—Take an apple and use it as an object lesson, using such questions and eliciting such answers as follow:—

What is the size of this apple? (*Large, small.*)

What is its shape? (*Round, oblong, flattened.*)

What is its consistency? (*Hard, soft, mellow, smooth, rough.*)

What is its flavor? (*Sweet, sour, bitter, insipid.*)

What is its color? (*Red, yellow, russet, green.*)

How can you tell its *size, color,* and *shape?* (*Sight.*) How can you tell its consistency? (*Touch.*) How can you tell its flavor? (*Taste.*) Name other qualities of the apple. Compare different apples. What other objects are *larger? — smaller?* What other fruits have the same shapes? — consistency? — color? — size?

Write a description of an apple.

Develop such sentences as the following, and have pupils write them and mark the adjectives: —

1. Many large, red apples grew on a tall tree.
2. Three pretty little girls were playing on a green lawn.
3. The teacher gave valuable gifts to all diligent and obedient pupils.
4. The morning was quiet, serene, and bright.
5. Ida was peevish, impatient, and revengeful.
6. Gold is heavy and of a bright yellow color.
7. Iron is hard, malleable, and ductile.
8. I saw a sly little girl with nimble feet.
9. We should be as grateful and joyous as birds.
10. A beautiful butterfly, careless and gay, is flitting from flower to flower.— *Columbian Language Lessons by Werner School Book Company.*

Forgive and Forget.

WHEN a teacher reprimands a pupil, the pupil generally tries to "get even." If he does not succeed at once, he has fully determined to try again the next day.

I know a teacher who shakes hands with his pupils every morning, and when such a pupil comes up, the teacher has just as pleasant a "Good morning" as ever. His hand also "speaks." It says, "I have forgiven and forgotten all your mistakes, and you have a chance to begin again."

The pupil is conquered. He will try to behave. Those who don't believe it, try, and be convinced. — *M. N. K.*

Common Sense Education.

ARTEMUS WARD once said he "tried to do too much, and did it." That is just the weak point in our schools and colleges. Much is done, but not enough done thoroughly and well. While a little knowledge may be a dangerous thing, too much is too much. Many minds are so rounded and polished by education as not to be energetic in any one faculty, so symmetrical as to have no point, while other men not thus trained are led to efforts that render them at last far more learned and better educated than the polished and easy-going graduate who has just knowledge enough to prevent consciousness of his ignorance.

The end of life is to be and do — not to read and brood over what men have been and done. Shakespeare refers to this exquisite cultivation when he speaks of "the native hue of resolution sicklied o'er with the pale cast of thought."—*Exchange.*

For Rainy Recesses.

When the boys and girls are seated, give each one a paper and pencil; then each one present in turn must say aloud one word,— a noun, adjective, or verb, — and then these words must be written down by each one on his slip of paper. Supposing there were ten people, there would be ten words, such as, for instance: Dog, girl, Thanksgiving day, grandma, fine, walking, laughing, kind, grand, poor. Now, when all the words are written, some one says "Ready," and then each person must begin and write a story, bringing in every one of the words given, and the stories must be written inside of ten minutes. Then they are all read aloud, to the amusement of the whole company.— *The Ram's Horn.*

Aims and Ideals.

BY SARA S. HARRIMAN.

(Questions to be answered by the child.)

Tell something that makes you happy.
Tell something that makes you sorry.
What story do you like best? Why?
What song do you like best? Why?
What picture do you like best? Why?
What game do you like best? Why?
What lesson do you like best? Why?
What is the bravest thing you ever did?
Tell some brave thing you would like to do.
Tell something you think funny.
Tell something that is wrong to do.
Tell something that is right to do.
What is the most useful business? Why?
What is the most useful animal? Why?
If you were not yourself, whom would you like to be?
What do you wish to be when you grow up? Why? — *Barnard Club.*

Grain and Vegetable Sentences.

[The merit of this exercise is in having the children think and say something especially good. One sentence carefully thought out and well expressed is of greater value than many weak and thoughtless sentences.]

Write a good sentence about:—

barley	wheat	parsnips
beans	rye	squashes
corn	peas	carrots
oats	onions	cabbages
beets	turnips	lettuce
radishes	cauliflower	celery

[They should not be expected to write about anything that they have not seen.]

Tell About

a kite	ice	eggs
the sun	the moon	playing marbles
bow and arrow	rolling hoop	spinning a top
playing jackstones	bat and ball	jumping rope
riding velocipede		



Coming Again.

BY FRANCES WILLARD DAWSON.

YELLOW and red the maples shine,
And, standing near, the dark-green pine;
All through the summer green they stood
Friendly and near within the wood.
The pines will stay all winter long,
Green and stately and tall and strong;
Their friends, the maples, still are there,
But now they look most wondrous fair;
They're having such a gala time,
And all are dressed in colors fine.
The branches shake their leaves so gay,
And say, "My dears, go, run away,"
Not sober, stately steps we see,
They twist and turn and dance with glee.
In gold and orange, crimson, red,
A wilder dance was never led.
Some leave the tree and upward fly
To see above the branches high;
Others seek the neighboring pine,
And stop and show their dresses fine.
But almost every bright-dressed one
Flies here and there, just bent on fun;
Though if we watch each leaf so gay,
We'll find 'tis not long on it's way
To where the cold brown earth is found,
And there they soon are lying 'round.
The day of frolic fun is passed;
To these bright leaves it is the last.
They must lie still and fade away,
And sink into the earth so gray.
They'd do it *gladly* if they knew
What you and I can tell them true;
By lying there so still and cold
They help to make a richer mold,
And, when the spring is soft and warm,
They once again our eyes will charm;
In bluet and in violet sweet,
They'll come again for us to greet.

How Birds a Rainbow Make.

VIOLET, all little children know,
Is the shade of the evening sky —
As the wee birdies, twittering low,
Safe under its canopy lie.

Indigo tint are the swallow's wings,
As soaring he mounts to the eaves;
There to his mate he joyously sings,
While building a home of dry leaves.

Blue as the heavens in sunny June,
And bright as the waves of the sea,
Flitteth a warbler, with voice atune,
Who carols sweet nothings to me.

Green is the parrot's cap, dress, and frill,
Who comes from fair isles of the South;
She speaks in a language quaint and shrill
Whenever she opens her mouth.

Yellow as gold dust bobs in the air
The head of a birdling I know,
As high he sways on a bough so bare,
Or over the meadow flies low.

Orange feathers gleam bright in the trees
Where the oriole builds his nest;
And sweet is the song borne on the breeze
That hushes the young birds to rest.

Red is the breast of the robin dear,
Kindest and truest friend of all;
He comes when violets appear,
And remains until snowflakes fall.

Thus you will see in the birds that fly
A rainbow as bright as that in the sky.

— *Elizabeth Putnam Pope, in the Kindergarten Magazine.*

Soldier Boys.

BY A. G. PATTEN.

[To accompany lessons in color and numbers.]

ONE little soldier-boy, dressed all in red,
Goes marching to war with a long, stately tread.

Two little soldiers, one red and one blue,
Come together to-day with a merry tattoo.

Three little soldier-boys, red, blue, and black,
All loaded down with a heavy knapsack.

Four little soldiers, red, blue, black, and yellow,
Declare Mr. Green a right jolly good fellow.

So red soldier leading, blue, black, yellow, green,
All five march to war and are never more seen.

Caw! Caw! Caw!

BY EDWARD CARSWELL.

Caw! Caw! Caw!
I am a poor old crow!
And I just want to know
Why you treat us with cruelty and scorn?

Caw! Caw! Caw!
Why you shoot us with a gun,
And seem to think it fun,
If we just take a grain or two of corn?

Caw! Caw! Caw!
Yet you'll make it into drink,
Which does more harm, I think,
Than all the crows that ever flew in air;

Caw! Caw! Caw!
For it blights where'er it flows,
Killing men instead of crows,
Then why not eat, and let us have a share?

Lost, the Summer.

WHERE has the summer gone?
She was here just a minute ago,
With roses and daisies
To whisper her praises —
And every one loved her so!

Has anyone seen her about?
She must have gone off in the night!
And she took the best flowers
And the happiest hours,
And asked no one's leave for her flight.

Have you noticed her steps in the grass?
The garden looks red where she went;
By the side of the hedge,
There's a goldenrod edge,
And the rose-vines are withered and bent.

Don't you fear she is sorry she went?
It seems but a minute since May!
I'm scarcely half through
What I wanted to do;
If she only had waited a day!

Do you think she will ever come back?
I shall watch every day at the gate
For the robins and clover,
Saying over and over:
"I know she will come, if I wait!"

—*R. M. Alden, in Intelligence.*

Days of the Week.

THE days of the week, once talking together,—
About their housekeeping, their friends, and the weather,—
Agreed in their talk it would be a nice thing
For all to march, and dance, and sing.
So they all stood up in a very straight row;
And this is the way they decided to go:—

(Let seven children stand up, and as day of week is called, take places.)

First came little Sunday, so sweet and good,
With a book in her hand, at the head she stood.
Monday skipped in with soap and a tub,
Scrubbing away with a rubadub dub.
With board and iron came Tuesday bright,
Talking to Monday in great delight.
Then Wednesday, the dear little cook, came in,
Riding cock horse on his rolling pin.
Thursday followed with broom and brush,
Her hair in a towel, and she made a rush.
Friday appeared, gaily tripping along;
He scoured the knives and then he was gone.
Saturday last, with a great big tub,
Into which we all jump for a very good rub.

(Let the children march and sing to the tune of "Good Morning, Merry Sunshine.")

Children of the week are we,
Happy, busy, full of glee.
Often do we come this way,
And you meet us every day.
Hand in hand we trip along,
Singing, as we go, a song.
Each one may a duty bring,
Though it be a little thing.

(Each little day of the week may carry a doll's tub, broom, rolling-pin, knife, or iron.)

—*Mary Ely Page.*

Were I the Sun.

I'D always shine on holidays,
Were I the sun;
On sleepy heads I'd never gaze,
But focus all my morning rays
On busy folks of bustling ways,
Were I the sun.

I would not melt a sledding snow,
Were I the sun;
Nor spoil the ice where skaters go,
Nor help those useless weeds to grow,
But hurry melons on, you know,
Were I the sun.

I'd warm the swimming pool just right,
Were I the sun;
On school-days I would hide my light,
The Fourth I'd always give you bright,
Nor set so soon on Christmas night,
Were I the sun.

I would not heed such paltry toys,
Were I the sun—
Such work as grown-up men employs;
But I should favor solid joys—
In short, I'd run the world for boys,
Were I the sun.

—*Amos R. Wells.*



Be Kind.

[First, second, and third grades.]

[Read carefully to the children; talk freely of the sentiment expressed; reproduce orally with the first grade mentioned, and in writing with the other two.]

If you cannot speak well of your friends, do not speak of them at all. Never say anything but kind and true things about any one.

A Good Example.—(Adapted.)

[Third and fourth grades.]

[Read carefully as many times as intelligence of the class makes necessary; reproduce in writing.]

The other day a big, fine-looking horse attached to a grocer's wagon fell in the middle of a slippery pavement. The driver did not jump down and whip the horse, as most drivers would have done; but he got out of his wagon and loosened the harness. Then he took his lap-robe and spread it upon the slippery pavement, near the horse's feet. The intelligent animal understood what the man meant, for he eyed the robe a moment, then edged around until his feet were upon it. With a great effort he got up, then lifted his feet from the robe, which the driver picked up. The wise horse seemed to know that he could not slip on the robe. The driver tightened his harness, got into his wagon, and drove off. Now, was not the driver a kind man, and was not that horse a very intelligent animal?

What Jack Frost Did.

BY L. F. ARMITAGE.

ONE October day, about dusk, some of the flowers in the garden were having a dispute.

"There is no color so pretty as mine," said a bright yellow flower. "It is the color of gold, and of the bright, warm sun."

"Oh, yellow is too *common*," said a gay red flower. "Why, all summer long the dandelions, buttercups, and many other yellow flowers have been in bloom. And you can see golden-rod everywhere, now. And see all those yellow sunflowers in the back yard! People must be tired of yellow flowers. Surely, a bright, rich red is much prettier."

"Red is too gay," called out some asters. "Purple and pink are the finest colors to be seen, and no one *ever* tires of *white*. No one will look at you when *we* can be seen." And they stood very straight, with heads held high.

Some bright-faced pansies blooming near said nothing. They did not wish to quarrel, and they did not care what their color was, so long as they were bright and sweet.

"Aha!" said Jack Frost, who was near, waiting for night to come, that he might visit the garden without being seen. "*I'll* fix those flowers that quarrel so."

And soon he stole softly into the garden and touched with his cold finger the flowers he had heard talking, and they all turned black at his icy touch.

But he did not touch the pansies. "You dear little things," he said, "you shall stay here and have the garden to yourselves for awhile."

"Now," he said, as he went off laughing, "I wonder if any one can tell which are red and which are yellow."

In the morning a little girl ran into the garden. "Oh, mamma," she cried, "Jack Frost has been here, and the flowers are all black. No, not *all;* here are some lovely pansies just as bright as ever. I will pick some for grandma."

UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

NEW YORK STATE DEPARTMENT OF PUBLIC INSTRUCTION.

SECOND AND THIRD GRADES.

August 13 and 14, 1896.

ARITHMETIC.

1. If A is 42° 15′ west of B, and it is 1 p. m. solar time at B, what is the time at A?

2. Define (*a*) multiplication; (*b*) ratio; (*c*) reduction.

3. The product of three factors is .03519, and two of them are .2875 and .1632. Required the third.

4. A bin 18 feet long and 7 feet wide must be how deep to contain 21,654 pounds of coal, allowing 35 cubic feet to the ton?

5. A grocer pays 21 cents a pound for butter, which he sells at 25 cents a pound. What per cent. does he gain?

6. At an annual meeting a tax of $234.60 was voted. If the assessed valuation of a district be $65,350, how much is A's tax on an assessment of $2,800?

7. The net cost of a sewing machine bought at 40% and 5% off is $20.52. Required the list price.

8. January 8, 1895, A gave B a note for $216 50 and interest at 6%, payable in one year; but B accepted a payment of $85, September 3, 1895. How much was due on the note at the expiration of the year?

9. Find the gain on 37 shares of stock bought at 73, and sold at 85½, brokerage ⅛% both for buying and selling.

10. Divide $1,344 into three parts that shall be to each other in the ratios of 6, 7, and 8, respectively.

SCHOOL LAW.

1. How much time are children between eight and twelve years of age required to attend school each year under the provisions of the compulsory education law?

2. How old must a person be to be eligible to receive a teacher's certificate?

3. State three points upon which a teacher's contract with a trustee should be specific.

4. Name three duties of a school commissioner.

5. Name three duties of the state superintendent of public instruction.

6. (*a*) Can a district meeting of a school district decide who the teacher of such district shall be? (*b*) Who is the proper person to decide such question?

7. Name two causes for which a teacher's certificate may be revoked.

8. When can a trustee require a teacher to do janitor work?

9. State all the duties of a teacher in relation to keeping a register of attendance of pupils.

10. Can a teacher legally make up lost time on a legal holiday or Saturday?

GRAMMAR.

When a young man has thoroughly comprehended the fact that he knows nothing, and that, intrinsically, he is of but little value, the next thing for him to learn is that the world cares nothing for him — that he is the subject of no man's overwhelming admiration and esteem; that he must take care of himself. — *J. G. Holland.*

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:—

1. Clauses are principal or subordinate. Subordinate clauses include (*a*) subject clauses; (*b*) objective clauses; (*c*) adjective clauses; (*d*) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify according to note 1 the following clauses: (*a*) *Man has comprehended* (line 1); (*b*) *he is of value* (line 3); (*c*) *world cares* (line 4); (*d*) *he is subject* (line 5); (*e*) *he must take* (line 6).

2. (*a*) Give the first two modifiers of *fact* (line 2). (*b*) Give two modifiers of *subject* (line 5).

3. Select (*a*) an infinitive; (*b*) a participle.

4. Select and classify all the words which connect clauses.

5. Select four adverbs which are not used as connectives, giving the number of the line in which each is found.

6. Give the syntax of (*a*) *nothing* (line 2); (*b*) *subject* (line 5); (*c*) *esteem* (line 6).

7. Classify as adjective or adverbial the following phrases: (*a*) *of value* (line 3); (*b*) *for him* (line 3); (*c*) *of admiration* (line 5); (*d*) *of himself* (line 6).

8. Give the third person singular of the verb *come*, in all the tenses of the indicative mode, naming the tenses.

9. (*a*) When does a collective noun in the form of the singular require a plural verb? (*b*) Illustrate.

10. Write a short sentence containing a transitive verb in the active voice. (*b*) Rewrite the same, changing the verb to the passive voice.

PHYSIOLOGY AND HYGIENE.

1. Name and locate the three long bones of the leg.

2. Locate and state the function of (*a*) the lachrymal gland; (*b*) the nasal duct.

3. (*a*) Where do the lacteals originate? (*b*) What fluid do they carry?

4. Describe the capillaries as to (*a*) size; (*b*) distribution. (*c*) Through how many sets of capillaries

does the blood flow in going from the left ventricle to the left auricle?

5. What is the function of the (*a*) epidermis; (*b*) the pericardium; (*c*) the synovial membrane?

6. What is the effect upon the blood of an insufficient supply of oxygen?

7. Explain physiologically the adage, "Laugh and grow fat."

8. State argument to show the necessity of a mixed diet.

9. Mention two kinds of excretions from the glands of the skin that make frequent bathing necessary.

10. Why does the use of tobacco sometimes lead to the use of alcoholic beverages?

AMERICAN HISTORY.

1. (*a*) Who commanded the expedition that discovered Florida? (*b*) To what nation did he belong? (*c*) What was the first permanent settlement in Florida?

2. (*a*) About how long were the Dutch in control of the colony of New York? (*b*) What sections of the present state did they settle?

3. In what century did each of the following Indian wars occur: (*a*) King Philip's war; (*b*) the war of the Creeks; (*c*) Pontiac's war?

4. Explain the nature of the navigation acts.

5. (*a*) What kind of money did the continental congress issue during the revolution? (*b*) What was the cause of its depreciation in value?

6. What concession was made to the slave interests by the Missouri compromise?

7. (*a*) What part of Mexico did General Scott invade during the Mexican war? (*b*) What was the special object of his expedition?

8. (*a*) What was the first state to pass an ordinance of secession at the opening of the civil war? (*b*) Mention a slave state which did not secede.

9. Arrange the following events of the civil war in the order of time: The capture of Vicksburg, Sherman's march to the sea, the proclamation of emancipation, the battle of Bull Run.

10. How was the 400th anniversary of the landing of Columbus celebrated in this country?

COMPOSITION.

Write a composition on one of the following subjects: "My Favorite Game"; "A Presidential Campaign"; "Physical Culture"; "A Day's Experience at School."

CURRENT TOPICS.

1. (*a*) Name the nominees of the Republican national convention for president and vice-president. (*b*) In what state does each reside? (*c*) Give a brief account of the public services of each.

2. (*a*) Name the nominees of the Democratic national convention for president and vice-president. (*b*) In what state does each reside? (*c*) Give a brief account of the public services of each.

3. Give the substance of two of the important planks of the Republican national platform.

4. Give the substance of two of the important planks of the Democratic national platform.

5. State briefly the facts relating to the disaster which befell Japan about the middle of June last.

6. (*a*) What American woman and writer of international reputation died July last? (*b*) What work gave her this reputation?

7. (*a*) What educational association was held at Buffalo in the first part of July? (*b*) Who was chosen president of the association for the ensuing year?

8. What is meant by "16 to 1," as used in relation to the coinage of silver?

9. What proclamation respecting Cuba has President Cleveland recently issued?

10. What was the result of the recent election in Canada?

DRAWING.

The measure of all work shall be at least one inch.

1. (*a*) Explain what is meant by contrasted harmony in elementary color study. (*b*) In the spectrum of eighteen colors, name in their order the colors which appear between orange and blue.

2. Draw two circles tangent to each other, having a diameter of 1″ each.

3. Copy the outline given and finish to represent a stew pan. Shade to bring out the curved surface.

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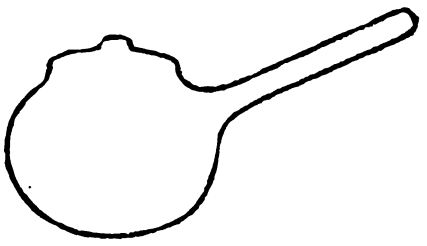
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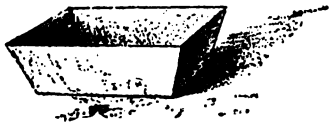
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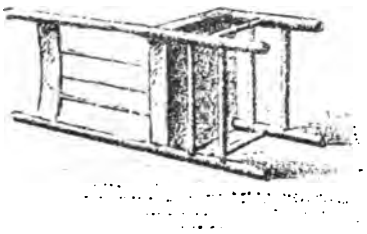


4. Sketch the solid of which the object here given is a modified horizontal section.

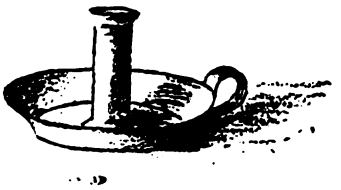


5. In parallel perspective, how should a line be drawn to represent a horizontal receding edge which is directly in front and above the eye?

6. Copy or trace the outlines of the sketch given, and find the vanishing points and the eye level to prove the perspective.



7. Draw the plan and the elevation of the object represented in the sketch. Connect to show the relation of parts.



8. Draw a pattern of the handbag represented in sketch.



9. Conventionalize the blossom.



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"Black Your Heels!"

It is interesting to go into some room filled with boys and girls, and notice the heels of their boots and shoes. Many of them will be found to be brown and rusty. It is only a careful boy who blacks the heels of his boots. Most boys put their foot upon a chair or box, put a good shine on the parts of their boots that they can see easily, and go off, with a good deal of satisfaction. Carelessness, that is what rusty heels mean. Carefulness, that is what it takes to make your heels shine. Look well to your heels!

It would be all very well, seemingly, to neglect the heels, if boys and girls could always face people. I know a good many persons who think if they can face the world well, appear honest, kind, and good, they are doing all that is required. Back out of sight, as they suppose, in the home perhaps, maybe in school, or in business, are the little, dishonest, rude, or careless acts that "nobody" sees. Is there nobody to see? What do you suppose the Lord thinks of those unshined moral "heels"? How short-sighted such people are! Do they suppose they can go along and never turn around? Do they suppose no one is ever to come after? Just because they are smart enough, or careless enough, or willfully blind enough to see only part, do they suppose no one else will see the whole?

A little girl was sent to put her bureau drawer in order the other day. She smoothed over the pile of articles, and then carefully spread her nubia over the whole. A boy was sent to put the back garden in order. How well it looked from the window when he had finished! Did he think any one would look into the corner behind the woodshed? Alas for the "heels" of the bureau drawer and garden! Work half done, the heels all unblacked. This is another reason for keeping our heels in order—sometimes we may want to turn and run. We want to have the privilege of running if necessary. Some times we unknowingly get into places that it is well to get out of. How would we feel if those who had allured us in could turn and say: "There he goes! Look at his heels! Pretty one he is to make believe he is too good for this place. Why, he doesn't even black his heels!" Only the parts well done—carefully, conscientiously, honestly done—will ever stand for our credit. The all-seeing eye looks to every part. The world sees a fair shining top and toe; but the heel—the little, partly hidden, carelessly, or willfully neglected part—is seen by him who looks at our whole lives. "Black your heels."—*Exchange.*

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Write how many days in this month.

Write what we plant to get potatoes.

Write a definition of a druggist.

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4. Should very young children be taught to feel willing to sacrifice freely for their parents?

5. Is it ever right to tell what is strictly true, and yet not tell the whole truth?

6. Which is the more pernicious, — to tell a lie in words, or by keeping silent?

7. Which is the greater wrong, — for a child *to do* an injustice to another intentionally, or to state what he knows is not true?

8. Which gives a child the most pleasure, — *the many little acts* of kindness received from others, or *the few great acts?*

9. How can the kindergartner make the opportunity for doing good common among young children?

10. Which affords the purer pleasure, — the kind acts that cost no sacrifice, or those that cost great self-denial on the part of the child?

11. Have the children or the kindergartner the best opportunity for doing good?

12. Which is the better child, — the one that actually does the *greatest amount* of good to others, or the one that *loves* the better to do good?

13. If children seem to do wrong, or omit to do what is right, is it always certain that their motives are bad?

14. What faculty of the child tells him when he is right?

15. Is it safe to teach little children that conscience will always admonish them when they are about to do wrong?

16. What should we lead a little child to do, as his first duty, when he has wronged others?

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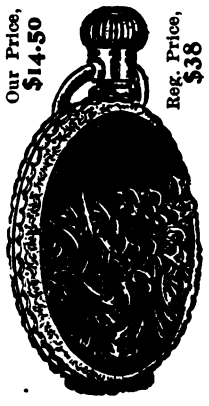
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A Young Stranger.

A baby hippopotamus has been brought to London. It was captured on the banks of a river in West Africa, where it had been hidden by its mother. The men who captured it saw the mother hide it in the big hole and cover the hole with weeds and grasses. This she did to keep Mr. Hippopotamus from eating it up, as that is the habit of the fathers, for which the mothers have to watch. When these men saw the mother hide her baby, they waited until she crossed the river, and then they stole it away. This baby is very tame, and will lie still to have its nose rubbed, seeming to enjoy it. It eats grass and vegetables, and seems to like its new style of living. — *Exchange.*

Nine Principles of Pestalozzi.

I. Activity is the law of childhood; accustom the child to do; educate the hand.

II. Cultivate the faculties in their natural order; first form the mind, then furnish it.

III. Begin with the senses, and never tell a child what he can discover for himself.

IV. Reduce the subject to its elements; one difficulty at a time is enough for a child.

V. Proceed step by step; be thorough.

VI. Let every lesson have a clearly defined point.

VII. Develop the idea, then give the term.

VIII. Proceed from the known to the unknown.

IX. Synthesis, then analysis; not the order of the subject, but the order of nature.

Cautions.

Do not make threats of punishment in advance.

Adapt the punishment to the offense.

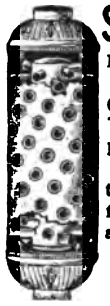
Do not try to make pupils learn by whipping for unlearned lessons.

Never inflict a punishment which is likely to make a pupil feel he ought to resent it.

Seek to use the minimum of punishment.

Be patient with the shortcomings of your pupils.

Do your utmost to prevent faults, so as to avoid the necessity of punishment.



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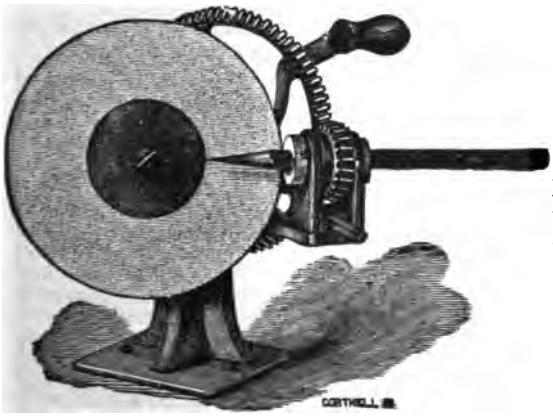


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Pumice, as is well known, is of volcanic origin, being a trachytic lava which has been rendered light by the escape of gases when in a molten state. It is found on most of the shores of the Tyrrhenian sea and elsewhere, but is at present almost exclusively obtained from the little island of Lipari. Most of the volcanoes of Lipari have ejected pumaceous rocks, but the best stone is all the product of one mountain, Monte Chirica, nearly 2,000 feet in height, with its two accessory craters. The district in which the pumice is excavated covers an area of three square miles. It has been calculated that about 1,000 hands are engaged in this industry, 600 of whom are employed in excavating the mineral.

Pumice is brought to the surface in large blocks or in baskets, and is carried thus either to the neighboring village or to the seashore, to be taken there in boats. The supply is said to be practically inexhaustible. Pumice is used not merely for scouring and cleansing purposes, but also for polishing in numerous trades, hence the fact that the powdered pumice exported exceeds in weight the block pumice. Between twenty and thirty merchants are engaged in the pumice trade in the island.—*London News.*

Dull Boys.

Don't be discouraged because your boys seem dull. Slow growth is often sure growth. Some minds are like Norwegian pines. They are slow in growth, but they are striking their roots deep. Some of the greatest men have been dull boys. Dryden and Swift were dull boys. So was Goldsmith. So was Gibbon. So was Sir Walter Scott. Napoleon at school had so much difficulty in learning his Latin, that the master said it would need a gimlet to get a word into his head Douglas Jerrold was so backward in his boyhood that at nine he was scarcely able to read. Isaac Barrow, one of the greatest divines the Church of England has ever produced, was so impenetrably stupid that his father more than once said that if God took away any of his children, he hoped it would be Isaac, as he feared he would never be fit for anything in this world. Yet that boy was the genius of the family.—*Canada School Journal.*



A healthy baby is the real jewel for which the wedding ring is only the setting. There is no place in Nature's economy for a childless marriage. Wedded couples that are childless are never truly married. A baby is the tie that binds. The baby is the pledge that makes husband and wife one in nature and in fact, and that teaches mutual self-sacrifice and sympathy. Thousands of couples are childless because of the wife's neglect of her health as a woman. Too few women fully appreciate the importance of keeping healthy and vigorous the organs upon which motherhood is dependent. As a consequence, they are weak where they should be strong, and motherhood is either an impossibility or a torturesome and dangerous ordeal. This is easily remedied.

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"I take pleasure in expressing my faith in your 'Favorite Prescription,'" writes Miss Edith Cain, of Clinton, Allegheny Co., Pa. "After two years of suffering I began taking Dr. Pierce's medicine and now I am entirely cured. I had been troubled with displacement of internal organs for some time and also with ulcerative weakness, but now I am well and happy. I will cheerfully recommend Dr. Pierce's Favorite Prescription to all invalid ladies."

The profit side of life is health. The balance is written in the rich, red, pure blood of health. Dr. Pierce's Pleasant Pellets cure constipation and make the blood rich and pure. They never gripe. By druggists.

Good Manners for Boys and Girls.

MORNING EXERCISES FOR A WEEK.

If is frequently a good plan to have one central thought running through the week's morning exercises. The daily repetition in one main idea fastens it firmly in the minds of the pupils. We must not lose sight of the "line upon line, and precept upon precept" method.

It is a good plan to let each day's quotations remain on the board for the entire week. On Friday the whole can be reviewed. Each teacher probably has her own favorite quotations on the topics of manners. The following are only suggestions:—

1. A man's own good breeding is the best security against other people's ill manners.—*Chesterfield.*

2. Good breeding shows itself most when to an ordinary eye it appears the least.—*Addison.*

3. Good manners is the art of making those people easy with whom we converse. Whoever makes the fewest people uneasy is the best bred in the company.—*Swift.*

4. Hail! ye small, sweet courtesies of life, for smooth do you make the road of it.—*Sterne.*

5. Civility costs nothing and buys everything.—*Lady Montague.*

6. Evil communications corrupt good manners.—*Bible.*

7. And thus he bore without abuse the grand old name of gentleman.—*Ex.*

Wreck of the Hesperus.

BY NELLIE PARSONS.

One cold winter a long time ago there was a ship named Hesperus. The skipper took his little daughter with him to keep him company. She was a pretty little girl, with blue eyes and light hair. The skipper stood by the helm with his pipe in his mouth, watching the smoke as it was blown first west, then south.

There was an old sailor who stood near, and he said, "You had better get to the shore, for I think there is going to

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be a hard storm. Last night there was a ring around the moon, and to-night I see no moon." But the skipper laughed, for he did not think there would be any storm. The wind blew colder and louder, and the snow fell and made a hissing sound as it struck the salt water. The waves looked white like yeast.

Soon the storm struck the ship and made it jump a cable's length. Then the little girl trembled, she was so afraid, but her father said: "Come here, my little daughter, and do not tremble so, for I am strong, and can battle the hardest storm that ever wind did blow." He wrapped her in his large coat, and tied her to a mast.

The little girl heard the church bells ringing, and asked her father why they were ringing. He told her it was a fog bell to keep ships off the rocks. She asked him why the guns were firing, and he told her some ship had lost its way. Then she saw a light, and asked her father where it was, but he did not answer, because he was frozen.

The little girl then prayed that she might be saved, and she thought how Christ made the water still on the lake of Galilee. In a little while the ship struck a rock and sank, where the waves looked as white and soft as wool. In the morning the fishermen found the little girl on the sea-beach. The tears were frozen in her eyes, and her hair looked like seaweed, as it was washed to and fro by the waves.

Some of the most simple sentences may be put upon the blackboard for reading. After several times reading and talking about the story, without comment or any explanation whatever, tell the children you are going to read them a story. Then read them the poem. Watch the interested faces and bright eyes as they recognize the familiar story clothed in its beautiful language.

A Sure Cure for Truancy.

It was a town of about four thousand inhabitants, and the truancy bacillus, which at first had infected only a few of the worst spirits, had spread until truancy had become an epidemic. A number of causes combined to aggravate the disease. It was an especially good season for fishing, rat-killing, and sundry other recreations dear to the truant's heart.

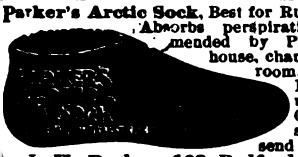
The usual remedies were applied. Every effort was made to increase the attractiveness of the school, and by interest to create involuntary attention superior to that for external things. But the magnets seemed devoid of power. There were half a dozen ringleaders, large boys, who were not school children at all, but loafers whose parents did not send them to school, and had concluded that they were incorrigible. These ringleaders lay in wait for the schoolboys, and by arguments more forcible than philosophical, persuaded them that it was better to "come along and have some fun." They sat on dry goods boxes and wrote elaborate excuses and signed the parents names to them for the delinquent to present the following morning. And so the disease increased with uniform acceleration. When mild treatment in homœopathic doses failed, the teachers resorted to corporal punishment, but this failed utterly; in fact, it seemed largely to undo the few good results secured by the "attractive" treatment.

Matters continued to grow worse until a teachers' meeting was called to discuss the situation.

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an entirely different treatment and heroically to focus attention on the evil. Every teacher agreed to visit after school during the next week the home of every pupil who had been absent during the day. This was announced in all the class-rooms the following morning, which was Friday. The reporters heard of it, and the newspapers devoted a few interesting lines to it. The parents talked it over, and some of the boys are said to have given it more than a passing glance.

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It took time for the disease to die out, and it was not an uncommon thing to see parents accompanying convalescent children to school in the morning, but a genuine and lasting cure was finally effected, and parents and teachers were brought closer together. — *S. D. Sinclair, in Educational Record.*

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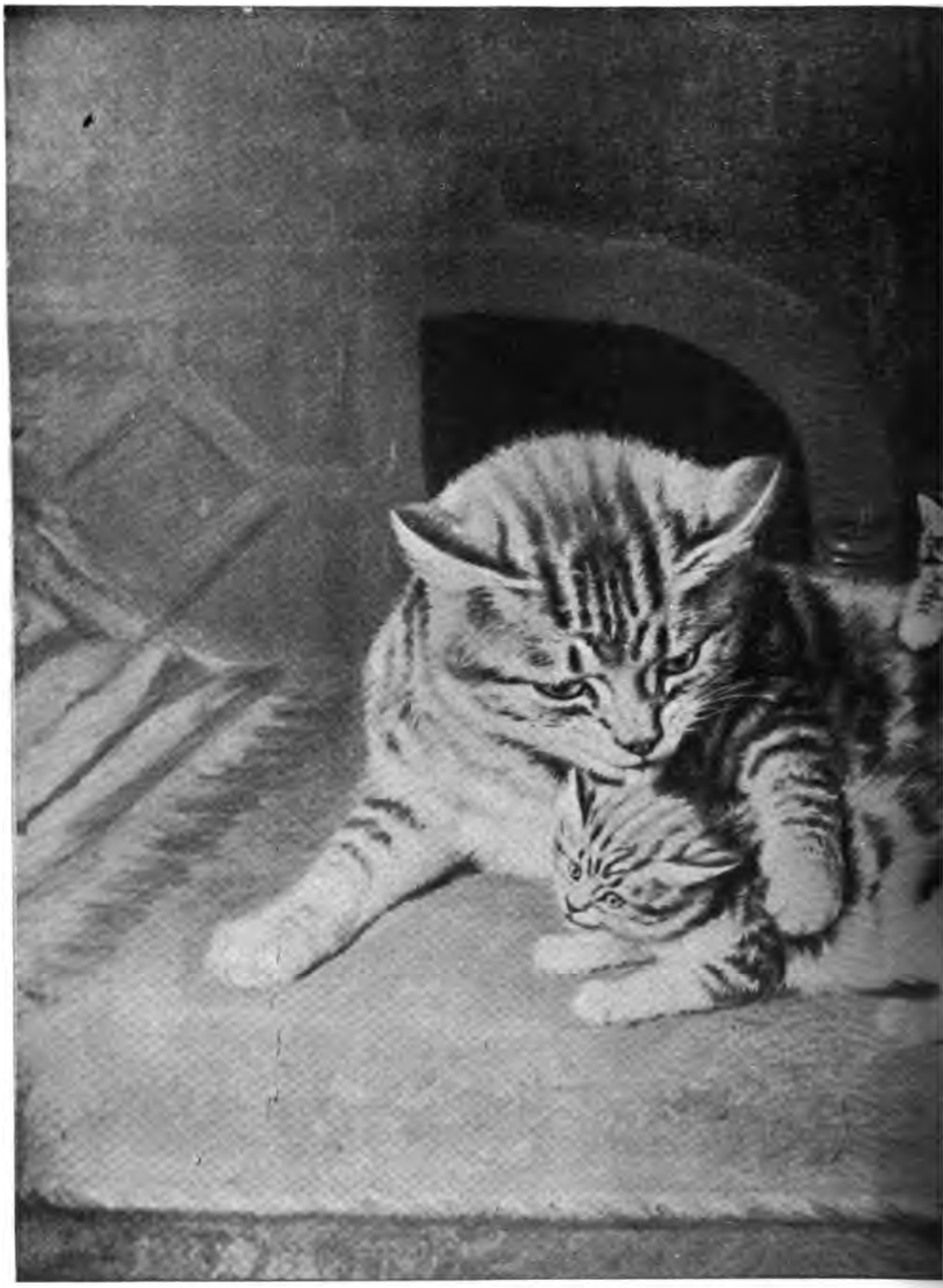
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AMERICAN · PRIMARY · TEACHER

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November.

BY ADELAIDE V. FINCH, LEWISTON, ME.

THE birds, and leaves, and flowers have gone,
The butterflies have fled,
The little seeds sleep safe from harm,
Tucked in their soft, warm bed.

The brown hills glisten in the rain,
The winds blow bleak and cold.
A flake of snow is sometimes seen,
The autumn has grown old.

LITERATURE IN SCHOOLS.—(I.)

BY ALBERT E. WINSHIP.

THE mission of the schools is to help children to know, to enjoy, and to use nature and human nature. The teacher is not a critic nor an umpire, but a helper, "coaching" rather than announcing errors. Children must learn for themselves, but they can be trained by those who will help them.

Many things may be known that do not abide with the child. He may perform processes; see conditions, relations, and activities; recite facts, reasons, conclusions, and be little the gainer. One must know so thoroughly and practice or use what he knows so freely as to have it easy to recall facts, perform processes, and think conclusions. One's knowledge is of little value until he enjoys it, and has profit or advantage in its use.

The head assistant of a large high school had for twenty years been accustomed to give notices, and speak to the school upon all phases of school life, and could do it as easily as she could converse with a friend, but when the principal was absent from sickness and she was called upon to read a few verses from the scriptures, she trembled. She knew how to do it, but was not accustomed to it. Teachers often fail to realize that children can have the germ of stage fright. Much that is called stupidity and dullness is merely stage fright, lack of self-possession when called upon to do something to which they are not accustomed. I have seen a lawyer after forty years of successful pleading absolutely "go to pieces" before an audience of 1,500 women, sitting down in utter confusion because his mind was a blank. Children have similar experiences, and fail to tell what they knew very well a moment before, and they are ruled out as stupid. They are to be helped to express and apply what they know until they can enjoy and profit by its use.

All school work has for its end and aim the enjoyment and use of knowledge of nature and human nature. Children learn of nature through nature study, the sciences, and geography, of human nature through literature, philosophy, and history. Geography, and literature deal with both nature and human nature. I shall here deal with only so much of this outline as is compassed by literature. Literature embraces language lessons, reading, grammar, and literature proper.

Language opens all the doors and presents all the vistas of human learning, sets in action all the influences for good — or bad — among men.

Language lessons furnish the principal work of the first year in school, and a large part of that of the second. In it all other teaching centres. It is the unifying force, or, as one should say out of respect for "the times," it correlates them. The first work of the school is to have children talk in their own way about things in which they are interested. It is not at first a question of correctness, but of ease and naturalness.

Pupils are to talk with each other, then to talk with the teacher, and then to the class as a whole. These are three distinct stages in the acquirement of self-possession in oral language work. They can easily talk with each other if only they are encouraged to it. There is just enough restraint in talking together in the presence of the teacher to make it tonic, to give it slight disciplinary effect.

As soon as this is naturally done, the teacher becomes the conversing companion with each pupil in an incidental way. This is the first great test of a teacher's tact and power. The third step, which should come early, is the power to talk to the class. This last power should be first applied by counting, reciting the alphabet, repeating some rhythmic jingles such as the following: —*

Star light, star bright,
First star I see to-night;
I wish I may, I wish I might,
Have the wish I wish to-night.

A swarm of bees in May
Is worth a load of hay;
A swarm of bees in June
Is worth a silver spoon;
A swarm of bees in July
Is not worth a fly.

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the Night.

"Stop, stop, pretty water!"
Said Mary one day,
To a frolicsome brook,
That was running away.

Once I saw a little bird
Come hop, hop, hop;
So I cried, "Little bird,
Will you stop, stop, stop?"

Twinkle, twinkle, little star;
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

*Houghton, Mifflin, & Co., Boston, issue as No. 59 of the Riverside Literature Series "Verse and Prose for Beginners in Reading, Selected from English and American Literature."

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

He followed her to school one day,—
That was against the rule;
It made the children laugh and play,
To see a lamb at school.

So the teacher turned him out,
But still he lingered near,
And waited patiently about,
Till Mary did appear.

BESSIE'S GRAMMATICAL DIFFICULTIES.

BY ELEANOR ROOT.

A CONVERSATION.

I WISH I knew where my hat is—was,—O, how shall I say it, Miss Meade? I'll have to stop hunting my hat if I don't find out. When I say, 'I wish I knew where it is,' I feel uncomfortable, and when I say, 'I wish I knew where it was,' other people feel uncomfortable. At least no one seems to think it is right.

"And there are two or three other things I want to ask you about. I must tell them this minute while I think of them or I'll forget them.

"How do you know when to put on the *ly* and when not to? We've been having a lot of sentences at school with blanks to fill out with adjectives and adverbs, and it's guess work half the time with me.

"And another thing. Ought I to say, *I took it to be he* or *I took it to be him?*

"And the last thing,—which is it, *I was not sure of John going* or *I was not sure of John's going?*" Bessie took a long breath and gazed up into her friend's face.

"Well," said Miss Meade, "suppose we begin at the last first. What is it that you are not sure of—*John* or *his going?*"

"O, his *going*," laughed Bessie.

"*Whose* going?" interrogated Miss Meade.

"*John's* going;—I see," replied Bessie. "Now tell me about 'took it to be he' or 'took it to be him'. I know that *to be* can't take an object (I got zero for giving it an object once—and I'll never forget it), but I saw in *Harper's* magazine yesterday *to be him.*"

"No, *to be* cannot take an object," was the reply, "and yet it should be *him* in your sentence. Let me see,—*they made her queen—they made her to be queen;* isn't there something like that in your grammar?"

"Yes, indeed," said Bessie,—"attributive object. How stupid I am. Now if you can just clear up the other things for me like that."

"Well, we'll take the adjectives and adverbs," said Miss Meade. "She looks bad—badly. Do you mean that she can hardly see,—that she squints? If you do, you need a word to tell how the action is performed,—'badly.'"

"O, no, of course I do not mean that," answered Bessie.

"Then you should say, *she looks bad*, obviously. It would never occur to you, would it, to say, *the lake looks calmly*, or, *the lake looks beautifully*, or, again, *the stick looks straightly.* So you see that when reference is made to the *action*, the adverb is used, and when the state or appearance of the object is referred to, the adjective.

"Let me try you now. Should you say, *he feels bad*, or, *he feels badly?*"

"*He feels bad*," answered Bessie promptly,—"unless you mean that he is paralyzed."

"Good girl," said Miss Meade approvingly.

"And now about the hat," exclaimed Bessie.

"What if I should tell you that I do not know," replied Miss Meade,—"at least that I have no authority to point to for the belief that is in me,—a belief which does not seem to coincide with any one else's?" Bessie's eyes opened very wide.

"Why, I thought that teachers knew everything," she said. "Any way, none of my teachers ever tell when they don't know things."

"I do," said Miss Meade, smiling,—"why should I not? There is no more reason, surely, why teachers should be ashamed to confess their ignorance than why sages should. Don't you remember that wise man in the reader who, after a life devoted to study, said that the only thing he knew was that he did not know anything?

"*I* should say, *I wish I knew where my hat were.* I have asked more times than one about that very sentence, and have almost invariably received the reply: 'You want to know where it is *now*, do you not? Then say, *I wish I knew where my hat is.*' But by analogous reasoning one should not say, 'I wish I *knew*'—for you want to know right now; so that does not help out any."

"Dear me," ejaculated Bessie, "what shall we do about it."

"Just keep the sentence in mind," said Miss Meade, "and we'll know one of these days sure, dear."

METHODS OF CHILD STUDY.

BY WILL S. MONROE.

WITH so many workers in the field, and representing such varied interests, it is not surprising that there should be a great many methods in current use in the study of children. It is my purpose here to briefly state some of these methods. Readers who are interested in a more exhaustive treatment of the subject will find a splendid account in the second number of Professor Earl Barnes' "Studies in Education."

1. STATISTICAL METHOD.—President G. Stanley Hall, who is the genius of the Child Study movement in America, and whose worth has received wide European recognition, has from the first given large consideration to the collection of great masses of data from widely prevalent conditions, and these reduced to averages taken as indications of tendencies and possible laws. Much of the work by Professor Earl Barnes has been an application of the statistical

method in which the views and conditions of large numbers of children at different ages and under varying conditions have been reduced to summaries. The Journal of Education has from time to time published a number of such studies—on children's fears by Mrs. Hattie Mason Willard, children's geographic interests by Miss Anna Buckbee, and children's ambitions by the writer.

2. LIFE HISTORIES.—Professor Preyer, the first to indicate the possibilities of modern child study, showed his in a great work, "The Soul of the Child," published in 1879, ways of studying the natural history of the child and the causes which condition its growth. He made a careful study of his own child from the day of birth until early childhood; the first movements of its muscles, judgments of space, manner of becoming acquainted with natural facts, etc. He maintained, and rightly, that psychic facts are here seen in their simplest forms; and that their slow, continuous, and regular development gave them great value in the interpretation of mature mental states. Miss Shinn, who has followed Preyer's method in the study of her little niece, has simplified his method for the use of young mothers. It is altogether possible for any intelligent mother to keep a continuous record of the development of the psychic life of her child.

3. REMINISCENCES.—No small part of psychological lore is the direct result of introspective methods. The same principle has been employed at Clark and Stanford Universities by President Hall and Professor Barnes in the study of childhood through the reminiscences of mature students.

4. LETTERS AND JOURNALS OF YOUNG CHILDREN.—These, as Professor Earl Barnes has indicated, give catches of those fleeting shades of feeling which are so easily forgotten, and which are recorded, not for the cold and critical public, but for the perusal of one or two choice friends. The Journal of Marie Bashkirtseff, and Anna Green Winslow's diary indicate the application of reminiscent studies to early childhood.

5. AUTOBIOGRAPHIES. Facts and fancies of childhood, seen through the mists of many years, and recorded after large experience in the later life, furnish abundance of material in the study at least of eminent men and women. The "Autobiography" of Jean Paul Richter, Tolstoi's "Childhood, Boyhood, and Youth," Pierre Loti's "Romance of a Child," and Mrs. Burnett's "The One I Knew the Best of All" are rich autobiographical studies.

6. LABORATORY STUDIES.—In those colleges and universities where psychology is experimentally taught, the child is studied by specialists, as any other phenomenon might be. The studies on the fatigue of school children by Mr. Hancock at Clark University and Professor Scripture at Yale University, as well as the studies on the color sense by Professor Luckey at the University of Nebraska, show the possibilities of laboratory methods applied to child study.

7. WRITTEN COLLECTIONS. — The state normal school at Worcester was one of the first institutions for the training of teachers in elementary schools to make child study a part of the normal school work in psychology. The plan there has been to supply each student with printed blanks, upon which are recorded any important mental facts coming to them through observation, reading, or hearsay. These from time to time are read by Mr. Russell to the class and discussed by the students. The plan is simple, and yet it has the great merit of interesting prospective teachers in the children, and leading them to form habits of observation.

8. CHILDREN IN LITERATURE AND ART. —Poets have always divined truths which were only attained by philosophers through long and laborious observation; and they have interpreted childhood with no less accuracy than beauty. The prose writings of Dickens abound with carefully recorded facts bearing on child life; and James Whitcomb Riley, Eugene Field, and Robert Louis Stevenson have in song—as Dickens has in story—revealed the thoughts of young minds and the feelings of young hearts with a truthfulness well worthy the consideration of those interested in the young and growing child. Artists, no less than poets, have always found a child a fruitful theme. The Christ Child has been a theme with painters and sculptors since the dawn of the Christian era; and at least one modern artist—Sir Joshua Reynolds—possessed a knowledge of child nature well worthy of the thoughtful study of the modern advocates of the natural history of the child.

Suggestions for Government.

1. In making or enforcing rules look back to your own childhood; recall your own experiences, your own impulses. Put yourself in the place of the child to be governed, then act.

2. Regard all pupils as trustworthy until you find them otherwise. Children rarely forgive a teacher who suspects them of wrong when they are innocent.

3. Encourage them to be truthful by remitting penalties as far as possible when they make a full and free confession.

4. Common sense and the ability to judge the guilt or innocence of the pupil is a requisite in successful government.

5. Allow pupils the largest liberty consistent with their welfare and the welfare of the school, and when restrictions are placed on them explain the necessity for such restriction.

6. Do not attempt to compel pupils to inform on one another under threats of punishment. Rather let your own tact govern you in the detection of an offense.

7. Explain to your pupils the necessity of proper deportment and prompt obedience.

8. Do your own governing as far as possible; it weakens your authority to call upon the superintendent or the members of the school board for assistance.

9. Give no unnecessary commands.

10. Make only such rules as you are willing to enforce.— *Raub's School Management.*

The Study of Civics.

[Superintendent G. A. Stuart of Lewiston, Me., issues for the use of teachers a schedule for the teaching of "Civics" that will furnish suggestions to other teachers, by which they may well profit. The cards give the answers in the lower grades, but we do not here give them.

It is expected that teachers will endeavor to implant in each pupil a love for our country, a respect for the laws, and a desire to become a good citizen.

Each grade should review what comes in the grade or grades preceding, but not encroach too much upon the work of the following grades.]

SUB-PRIMARY.

1. In what country do you live?
2. In what state do you live?
3. In what county do you live?
4. In what city do you live?
5. How old are you?
6. What is your name?
7. What is your father's name?
8. What is the number of your house and on what street is it?
9. Who are the men we see on the street who wear blue coats trimmed with brass buttons?
10. If you were lost, whom would you ask to take you home?
11. What would you tell him?
12. Who is at the head of the police?
13. Who is the mayor of the city?
14. Who is the superintendent of schools?
15. What is a truant?
16. What does the truant officer do?
17. Who brings your mamma's letters to the house?
18. Where does he get the letters?
19. Where would you take a letter that you wish to send to a friend?
20. Who is the postmaster?

THIRD PRIMARY.

1. What do we see on the flag above our schoolhouse?
2. How many stripes are there?
3. How many stars are there?
4. Name some patriotic songs.
5. Tell in a little couplet what country we should love best.
6. Why do we love our flag?
7. What do we mean by our native land?
8. What is our flag sometimes called?
9. What is a national holiday?
10. Name some national holidays.
11. For what is Washington's birthday?
12. For what is the Fourth of July?
13. For what is Memorial day?
14. Name some other holidays.
15. For what purpose are these set apart?
16. What is the capital of the United States?
17. What is the capital of this state?

SECOND PRIMARY.

1. Where do we get the water that we drink?
2. Where is the water kept?
3. How is it brought there?
4. How is it brought to us?
5. Who makes the regulations and manages this?
6. How are the members of the water board elected?
7. How long do they hold office?
8. How many are there?
9. Who have charge of the fire department of the city?
10. Who is the chief officer of the fire department?
11. For what are the boxes at the corners of streets?
12. What would you do in case of fire at your home?
13. How would you send an alarm?
14. What will this do?
15. What else will it do?
16. What do the strokes of the alarm bell mean?
17. What does the first number show?
18. What is the penalty for tampering with an alarm box?
19. Where do we get the water?
20. Name some great building in this city.

November Suggestions

This is a good time to study the arrangement of leaves on the stem by means of the scars left where they come off.

Now is the time to place in the schoolroom, if it has not been done earlier, fishes in glass jars.

November is a good month for a study of the grains. It would have answered in October, but that month is overloaded with opportunities.

Corn could well be brought into November if it was not exhaustively taught in October. Look back to your October number for suggestions.

Wheat makes a good study, especially in the West. Time of sowing. How the ground is prepared. What kinds of machinery are used. When it ripens. How it is harvested. How it is marketed. How stored. How it is sold in the stock exchange. How ground. What is made of it, etc., etc.

Oats may be taught or talked about in much the same way as wheat. Compare the planting and harvesting of each. Contrast their use, etc.

Rye and barley also present similar opportunities. See the AMERICAN TEACHER for September, 1893, for an exhaustive and valuable article on grains.

Best of all, November is the month of nuts.

If possible, have a field day for a nutting party.

The chestnut is a fine study. The tree, the burrs, the arrangement of the nuts in the burrs. Uses of the wood.

The squirrel is on the throne now. Study him. The varieties, habits, homes, disposition, manners, and food. If practicable, have a pet squirrel in a cage in the schoolroom.

The walnut is a good study. The shell-bark is better, — the hull, the shell, the arrangement of the meat and the characteristics of the meat.

The beech nut may be similarly studied.

The acorn is a good study, its cup, its shell, and meat.

The oaks — varieties, characteristics, and uses.

Study the *peanut* by way of contrasts.

Study foreign nuts. They can be had for a trifle. The English walnut. In California it is a home nut. The almond is also a home nut there. The filbert, castana, etc. Where they grow and how. How they are shipped and what they cost.

A glass jar — netting covered — of spiders is practicable and very interesting. Keep them well fed on flies and other insects. Watch them as they spin their web, make nests, catch insects, eat, etc.

HOW SEEDS ARE SCATTERED.

BY W. L. GERMAN.

THE following statement of the ways by which seeds are transported will furnish the subjects for many interesting talks to children, and direct their attention to these curious little travelers.

I. — BORNE BY WATER.

The seeds of many plants, such as those of grasses, thistle, and dandelion, pea, bean, locust, etc., will float upon water and may thus be borne to great distances. The pea, bean, locust, etc., are floated away in the pod. The oceanic islands have been clothed with a vegetation the beginnings of which lay in the occasional seeds borne by the ocean currents from the distant continent. The Azores, Madeira, Canary, and Cape Verde islands have borne to them yearly not only seed from the New World, but pieces of wood, leaves, etc. This was one of the things which strengthened Columbus in his theory of a "western land." (Let the pupils trace the direction of ocean currents upon a map, and decide whether the islands of the mid-Pacific have been influenced in their vegetation by a continent to the east or to the west.)

II.—BORNE BY WINDS.

Some seeds have special growths or attachments which enable them to be borne thus to great distances. The seed of the maple has a kind of wing attachment which suggests to one at first glance that it was made for flying. The seeds grow in pairs. (Fig. 1.) The seeds of the ash and elm have also this wing attachment. (Figs. 2 and 3.)

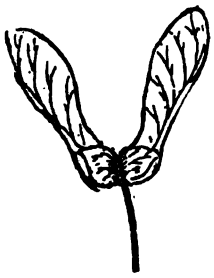


Fig. 1.



Fig. 2



Fig. 3

Examine the feathery seed-ball of the dandelion. Blow upon it and how quickly the seeds are scattered. Each seed has attached to it a stem, at the top of which is borne a tuft of fine hairs or fibres. (Fig. 4.)

The seed of the thistle has a downy wing, by which it is borne about. (Fig. 5.) The flying attachment to the seed of the clematis is much like a feather. (Fig. 6.)

All are familiar with the mosses which grow upon the trunks of trees, fences, rocks, etc. The seeds (spores) of these, and of ferns as well, are perhaps more widely scattered than are those of most other plants. The reason for this is that the seeds are so small. Many seeds of our common plants are so small that they need no special arrangement to enable them to be borne away by the wind.

So common is it for some of these plants to scatter, and so destructive are they of the strength of the soil,



Fig. 4.



Fig. 5.



Fig. 6.

which it is desirable that our cultivated plants obtain, that many of our states have seen fit to legislate against their growth to the time of seed maturity. In the northern states the Canada thistle has been exceedingly troublesome; in the west (Oregon, Washington, etc.), we have the Chinese lettuce, a plant whose seeds have much the same arrangement for dissemination as the dandelion, and which has become a real hindrance to the cultivation of wheat. (Every pupil should be familiarized with the law of his state upon this subject, the justice of such laws should be recognized, and the duty of every land-holder emphasized.)

III.—BORNE BY THE PLUMAGE OF BIRDS, WOOL, FUR OF ANIMALS, ETC.

Many seeds are enveloped in a burr which attaches itself to whatever may come against it. This device consists of spine or needle shaped growths bearing hooks or barbs at their extremities. One needs but to walk across one of our fields in autumn to discover how readily they sever their relation to the parent plant, and the tenacity with which they cling to that upon which they have fastened themselves. Sometimes the seed is winged and has in addition a hook or two to insure its transportation.

IV.—BORNE IN THE STOMACH OF ANIMALS.

Many seeds are protected in a small fruit or berry, which birds and other animals swallow whole. In this way these living seed germs are transported in the stomach over great distances. Thoreau in his "Wild Apples" says: "Going up the side of a cliff about the first of November, I saw a vigorous young apple tree, which, planted by birds or cows, had shot up amid the rocks and open woods there, and had now much fruit on it, uninjured by the frosts, when all cultivated apples were gathered. Most fruits which we prize and use depend entirely on our care; but the apple emulates man's independence and enterprise. It is not simply carried, as I have said, but, like him, to some extent it has migrated to this New World, and is even, here and there, making its way amid the aboriginal trees."

Reading Between the Lines.

BY AUGUSTA REINSTEIN.

THE BIRD'S FAREWELL (*From St. Nicholas*).

1. Our dear little maid,
2. We must bid you "Good-bye,"
3. For November is here, and 'tis time we should fly
4. To the South, where we have an engagement to sing;
5. But remember this, dear, we'll return in the spring.
6. And if, while abroad, we hear anything new,
7. We'll learn it and sing it next summer to you,
8. In the same little tree on the lawn, if you let us.
9. So "Good-bye," little maiden, please do not forget us.
10. We're sorry to leave you, *too* sorry for words,
11. And we'll always remain,
12. Yours sincerely,
13. THE BIRDS.
14. *P. S.* — Please don't mind if this letter sounds flat,
15. And present our respectful regards to the cat.

Explain that this is a farewell or good-bye letter from some birds to a little girl, making believe that birds can talk as people do.

Show a letter form on the blackboard. I quote the poem from memory and do not recollect whether it had a heading, though I think it likely.

Line 1 is the form of address to the one they are talking to. Maid is short for "maiden" or girl.

Line 2. Good-bye, "God be wi' you," and take care of you when we are away.

Line 3. Tell of the migration of the birds in winter to a warmer country. Birds live outside, and when it is cold and the sun does not shine, they cannot get warm as we do near the fire, so God has them fly where the weather is warm all the year round.

Divide the months into their seasons, showing that November begins or opens winter.

The birds of the warm countries have beautiful feathers, but not musical voices, while our birds have plain clothes, but sing sweetly; so *most* of them fly far away, that the people in the warm countries may hear pretty singing, too. *All* of the birds do not go, for then we should miss them too much.

[NOTE. — I do not know whether, according to ornithology or the Divine will, these statements are correct, they are purely flights of the imagination for the purpose of drawing the lessons of compensation and impartiality. I brought the latter thought home to my scholars by recalling to them the fact that every day another child leads the marching, so that each child may have a chance or "a show."

The birds can leave in the winter because their eggs have been hatched in the summer and the young birds have grown big, their wings have grown strong, and they have flown away to build nests or houses of their own, just as the children of our parents do. This shows the duty of parenthood.]

Line 4. South gives us a lesson on the points of the compass with local illustrations; first, those near by and then those farther away.

An engagement to sing, — hired or asked to sing.

Line 5. "In the spring" the cold weather has gone, the rain, snow, and ice have disappeared, the grass appears on the hills, the wild flowers in the fields, and the birds come back.

Line 6. "Abroad" means far, far away over the *big* water, like the sea or the ocean.

"We hear anything new, we'll learn it," shows that the birds are not lazy, that they like to learn something new every day, like some of my scholars.

Line 7. The little girl has been kind to them; she has not hurt their nests or stolen their eggs, but has given them bread-crumbs every day; because she was good to them they will be good to her, — the Golden Rule, — and return her kindness by coming back to sing to her; they give her the best, — the *all* in their petty power.

Line 8. Explain "lawn."

Line 9. Out of sight should *not* be out of mind.

Line 10. Show the similarity between letter writing and making calls in the stereotyped expressions required by social etiquette, — inquiries for the health of those present and absent, regret at leaving, and remembrances to the other members of the family and friends of the host or hostess.

Line 12. Sincerely, — truly.

Line 12–13. Form for ending and the signature.

Line 14. Explain "postscript."

Line 14–15. With many qualms of conscience, I made the comparison between the taste of flat beer and the sound of this letter; the beer is too old, and, therefore, does not taste well, and this letter is too new, being their first attempt, and is not such a nice one as they might write when they are older, just like the children themselves.

Line 15. They wish to be remembered to the cat, because she is a friend (pet) of the little girl, though not of themselves, for cats like to eat little birds because they are soft and tender, like chicken and turkey to us.

Books of Reference for Teachers.

BY C B. SCOTT.

The best book is the book of nature. None of the books named can take the place of the careful study of the plant itself.

1.	Newell's Lessons in Botany, Part 1 — Seed to Leaf — Ginn & Co	$.55
2.	Newell's Lessons in Botany, Part 2 — Flowers and Fruit — Ginn & Co	.90
3.	Newell's Reader in Botany, Part 1 — Ginn & Co	.70
4.	Newell's Reader in Botany, Part 2 — Ginn & Co	.70
5.	Hale's Little Flower People — Ginn & Co	.45
6.	How to Know the Wild Flowers — Charles Scribner's Sons	1.50
7.	Apgar's Trees of United States — American Book Company	1.50
8.	Laurie's How Plants Feed — Macmillan & Co	.35
9.	McDougal's Plant Physiology — Henry Holt & Co	1.00
10.	Spaulding's Introduction to Botany — D. C. Heath & Co	.90
11.	Bergen's Glimpses of Plant World — Lee & Shepard.	.75
12.	Pratt's Fairyland of Flowers — Educational Publishing Company	1.50

Nos. 1 and 2 are helpful in all general study of structure.

Nos. 3, 4, and 5 tell about plant life, work, and adaptation to work.

Nos. 6 and 7 aid in identifying flowers and trees.

Nos. 8, 9, and 10 are helpful in the study of plant physiology.

No. 11 treats largely of the flowering plants.

No. 12 is good for classification and literature.

Primary School Reading.

WHAT CHILDREN SHOULD READ.--(IV.)

BY MRS. ALICE W. COOLEY,
Superintendent of Work in Primary Schools, Minneapolis.

IN the life of those whom he learns to know and admire, in the world about him, and the world of books, the child finds his ideals. Through this acquaintance with people, he may be led to admire the good and avoid the bad. The form of history which first appeals to him will be the real, every-day life, as living, breathing men—of those that have played prominent parts in the story of the past. Lead him to see for himself what quality of qualities made this man rise or this man fall; give him vivid, concrete pictures of important events, and lead him to associate causes and results with events. Later, he will group and draw conclusions. He has thus laid the foundation of the true understanding of history, as that which interprets the present and establishes way marks for future guidance.

One of the best books of the kind we have ever seen is "Ten Boys on the Road from Long Ago until Now." Here Jane Andrews pictures a journey of three or four centuries into the past, with stops at ten stations, at each of which we meet a boy of that epoch. Among them are the Yankee boy of 125 years ago, the Puritan lad, the page who would one day be a knight, the Saxon boy who came with fierce Saxon bands to conquer Briton; Horatius, the Roman; Cleon, the Greek; Darius, the Persian, and Kablu, the Aryan boy.

In the field of biography we note: "Historic Boys," "Historic Girls," "Chivalric Days" (E. S. Brooks), "Boys' Heroes" (E. E. Hale), "Poor Boys Who Became Famous," "Poor Girls Who Became Famous" (Sarah Bolton), "Alfred the Great" (Hughes), "Queen Hortense," "Empress Josephine," "Mary Queen of Scots" (Headley), "Life of Marie Antoinette" (Yonge), and "Life of Joan of Arc" (Miss Tuckey). Abbott has written biographies of Bonaparte, Frederick the Great, Peter the Great, and many others. They are very entertaining, but not always reliable.

Pertaining to American history, we have "Adventures of Early Discoverers" (a series by F. A. Humphrey, in which we find the lives of Cabot, De Soto, Drake, and Columbus), "Book of American Explorers" (Higginson), "Pioneer History Stories" (McMurray), "Story of Tonty" (La Salle's devoted friend and follower), "Makers of Our Country" (E. S. Ellis), "Life of George Washington" (Scudder), "The Log Schoolhouse on the Columbia" (a well-told story of the settling of Oregon, of the wonderful ride of Whitman and Lovejoy—a ride of 4,000 miles in the dead of winter), the "Boyhood of Lincoln" (Butterworth), and "Autobiography of Benjamin Franklin." "John Paul Jones," "Decatur and Somers," and "Little Jarvis" belong to the "Young Heroes of the Navy" series. The last named is a tale of the engagement between the Constellation and the Insurgent. The books of the "American Statesmen" series will interest older boys, as will many of Parkman's works, than which none rank higher in historical value. Among them we note "Pioneers of France in the New World" and "The Discovery of the Great West."

"Mischief's Thanksgiving and other Stories" (Coolidge) contains sketches of girls of the far north, among them Frederika Bremer and Jenny Lind. "Life, Letters, and Journal of Louisa M. Alcott" (edited by E. D. Cheney), and the "Life of the Cary Sisters" (Mary Clemmer Ames) are more fascinating and inspiring than any work of fiction.

We shall, of course, cull from the poets their poems that are set in historical framework. We shall find many in Tennyson, Longfellow, Holmes, Whittier, Lowell, Mrs. Hemans, and Mrs. Browning.

Among the children's books that picture vividly important epochs of the past are the following: Mara Pratt's "Stories of Colonial Children," "Stories of Massachusetts" and "American History Stories"; H. C. Wright's "Stories of American History"; Watson's "Stories of the American Revolution" and "Noble Deeds of Our Fathers"; Oliver Wendell Holmes' "Grandmother's Story of Bunker Hill"; Hawthorne's "True Stories from History and Biography"; Moore's "Pilgrims and Puritans" and "From Colony to Commonwealth." Our own beloved Charlotte O. Van Cleve has given us a most graphic picture of early life in Minnesota in her "Three Score Years and Ten."

Old boys as well as young—yes, and girls, too—are intensely interested in Mr. Coffin's books, and get revelations of the true meaning of events, their causes and results. The illustrations are profuse and striking. The series includes "Boys of '61," "Boys of 1776," "Old Times in the Colonies," "Building of the Nation," "The Drum Beat of the Nation" (first period of War of Rebellion), "Marching to Victory" (second period), "Redeeming the Republic" (third period).

With these we may rank the navy series, by W. J. Abbott: "Blue Jackets of 1776," "Blue Jackets of '61," "Blue Jackets of 1812." These, too, are lavishly illustrated. Another favorite is "Two Little Confederates," by Nelson Page. "Boots and Saddles," by Mrs. Custer, tells of General Custer's experiences on the plains.

Callcott's "Little Arthur's History of England," Gilman's "Magna Charta Stories," Yonge's "Young Folks' History of England," and "Cameos of English History," and Agnes Strickland's "Tales from English History" will be enjoyed. Gardiner's "Young Folks' History of England" is of greatest historical value. Among the histories of France, written expressly for young people, Yonge's and Kirkland's are good, but Miss Brooke's is considered the best. For older children, none is better than Guizot's. There is an abridged edition by Masson.

"The Peasant and the Prince," by Harriet Martineau, paints in striking colors the condition of France at the time of the Revolution. Stickney has an abridged edition of Scott's "Talisman," which is a story of Richard and the Crusades. (Read Longfellow's "Children's Crusade.") Yonge's "Constable's Tower" is a story of the Magna Charta. "In His Name," by Hale, tells of the Waldenses. Scott's "Tales of a Grandfather" is not surpassed by any young people's history. It gives the story of Scotland to the close of the reign of James V. There is an abridged edition by Edwin Ginn. "Scottish Chiefs" and "Thaddeus of Warsaw," by Jane Porter, seem to be as popular with the boys of to-day as they once were with their fathers.

LESSONS BASED ON THE SEVEN LITTLE SISTERS. — (VII.)

BY HELEN C. DRESSER.

A VISIT TO THE FATHERLAND.

I. The Journey: —
 1. To New York.
 2. To Amsterdam, where we rest awhile.
 a. Appearance and manners of the people.
 b. Their most noted characteristic — cleanliness.
 c. Chimes of the cathedral.
 d. Visit to a diamond cutter.
 e. A sail to Broek. — "House of Peter the Great."

II. Up the Rhine: —
 1. Dikes and windmills of Holland.
 2. German devotion to the Rhine.
 3. Myths and stories connected with the Rhine.
 4. As far as Cologne: —
 a. Through level plains, — walled in by dikes.
 b. River divided in many smaller rivers, as it nears the mouth.
 5. Cologne: —
 a. The cathedral and some of its relics.
 6. Drachinfels — Dragon's Height.
 7. The Lorelei: —
 a. What is it? Give legend.
 8. Castles and ruins along the Rhine.
 a. Legends connected with these.
 9. Bingen and the "Mouse Tower."
 10. Mainz: —
 a. Gutenberg. — Why his name should be known. Something of the way in which he did his work.
 11. Heidelberg: —
 a. The castle.
 b. The university.
 c. Something of student life here.
 12. Strasburg: —
 a. The cathedral — its clock and spire.

III. A day with Louise, near Strasburg: —
 1. The great house and lawns.
 2. The poor in the valley.
 3. How the children help the poor.
 4. How Louise passed the day.
 a. Knitting — in her garden — studying.
 5. Christian at school.
 6. A German Christmas.
 7. A visit to the vineyard, at vintage time.
 8. Tales of the Black Forest, and of Siegfried.

Books useful in preparing this lesson: —

"Seven Little Sisters".....Jane Andrews.
"Each and All".....Jane Andrews.
"Encyclopædia Britannica."
"The World and Its People".....Modern Europe.
"About Old Story Tellers".....Donald G. Mitchell.
"Story of the Nations".....Germany.

Thanksgiving Selections.

FOR THE BLACKBOARDS.

Thou crownest the year with thy goodness.—*Psalms.*

Thank God for rest where none molest,
And none can make afraid,—
For peace that sits as plenty's guest
Beneath the homestead shade!

The time of all the happy year
Fullest of peace, of strength, of cheer;
The joyful "Harvest-Home" is here!

—*Dana.*

"Pudding nicely baked, surcharged with plumes and from the oven hot."

"From big golden pumpkins, piled up high,
Is made our favorite, luscious pie."

A TALK ABOUT NUTMEGS.

BY MARY LOUISA BUTLER.

THE girls were invited to a picnic, and wanted to take with them a coffee cake, to which Aunt Alice consented on condition that they make it themselves. Neither one knew how, but, as the aunt had promised to teach them, they were anxious to try.

Early Tuesday morning found them studying the cook-book, and before Aunt Alice had finished breakfast they were in the kitchen putting on their big aprons, and getting all the articles ready for use. Soon the kitchen presented a lively scene, — beating of eggs, stirring together of butter and sugar, watching the fire, testing the heat of the oven, and, above all, a merry conversation.

After a time, Lulu was told to grate some nutmeg



FIG. 1.

into the mixture Julia was vigorously stirring. As she did so, Aunt Alice asked, "What are nutmegs, and from where do they come?" Neither girl could tell, so a talk on nutmegs was promised for the evening, as this wise aunt thought that girls should always know something about the every-day things they see and use and eat.

The cake-making progressed, and finally there came from the oven such a loaf as might make any experienced cook proud. Of course, it went to the picnic in the afternoon, and, when Lulu was cutting it, she asked the four girls who had come with her and Julia what they knew about nutmegs. Not one knew a thing, except that they come from the grocery, and are used in cooking. Lulu then told what was promised for the evening, and invited the girls to come and hear what Aunt Alice had to say.

As they came trooping into Aunt Alice's room after supper, they found her table nearly covered with various kinds of boxes, which they were invited to examine. Julia opened one, and found in it a branch and leaves, as you see in the picture, only much larger.

"Why!" she exclaimed, "do nutmegs grow on trees?"

"Yes," was the reply; "and sometimes the trees are twenty-five feet high. When they are in blossom, the flower is a pale yellow color, and looks like the lily of the valley. It is very fragrant, too. If you look at the leaves, you will see they are shaped like

the leaves of a pear tree. The fruit is shaped like a pear, and about as large as a medium-sized peach, though, of course, there are many different sizes."

"What color is it," said Lulu, "before it is taken from the tree?"

"When ripe it is a golden yellow, and bursts open the same as a chestnut burr, showing the inside as you see on the branch."

"Is this inside part the nutmeg?" asked one of the other girls.

"Yes, and no," replied Aunt Alice. "The nutmeg is inside, but we do not see it yet."

Opening another box, she took from it some nuts, as they are called, giving one to each girl to examine in any way she chose. Ellen Dart, naturally æsthetic in her tastes, quickly exclaimed, "Oh, how lovely this ecru-colored embossment on the dark brown surface!"

Julia, who always wanted to see the inside of things, began to pick off the embossment.

"Why, Aunt Alice," she said, "what is this? How easily it comes off!"

"That," replied Aunt Alice, "is the aril, or false covering, and is what we use as mace. It has the same flavor as nutmeg, and some people prefer it for a great many uses, especially in making fruit pickles."

After the mace was all picked off, the girls found a thin, shiny, dark brown shell, which seemed to be very brittle. As they shook it they could hear something rattle, which, of course, they were curious to see. As usual, Julia was first to run for a hammer, and, with a very light blow, broke the shell. There was found the nutmeg as it comes from the store.



FIG. 2.

As Lulu traced the veins, or grooves, on it with a pin, she wanted to know what caused them. Aunt Alice, always ready with her answer, replied: —

"When the fruit is growing, the kernel is covered with a thin membrane, which embeds itself in such a way as to make all those lines."



FIG. 3.

As the girls looked at the nutmegs, their broken shells, and the curious aril, or mace, Jenny Hensen asked: —

"Where do they grow?"

"Up to 1796 they were raised only on the Banda islands, down south of Asia, near the equator. The Dutch owned the islands, and made so much money out of the nutmeg trade, they would not allow any of the seed or trees to be carried to any other part of the world. But on all the islands of the Indian ocean is a bird known now as the 'nutmeg pigeon,' because his food is the nutmeg fruit. This bird did for the world what the Dutch had determined should not be done, and carried these nuts to the surrounding countries; and after a time trees sprang up and grew, and now the world has the benefit. Some of the finest nutmegs come from Penang. The nutmeg tree is very valuable, for, when once started, it is easy to raise, and will bear fruit seventy or eighty years, and sometimes produces every year a thousand or more nuts. Besides the mace and nutmegs, there is a great deal of oil expressed from the fruit, known as 'oil of mace.' So you see, not only do we have a great satisfaction from the nutmeg trees, but the man who owns a few hundred can soon win for himself a large fortune."

As the girls thanked Aunt Alice and said good-night, they said they had enjoyed her story very much, because it was about real things that they should want to remember all their lives. They were sure, if they ever learned to cook, they would study about everything the receipt told them to use.— *Sunday School Times.*

COMPOSITION WORK. — (II.)

[Second Grade.]

BY SUPERINTENDENT L. H. JONES, CLEVELAND, OHIO.

THE first steps to be taken by the teacher of the second grade will be to find out how much power of self-expression, both oral and written, her pupils have. She will probably discover that in the oral work they are lacking in continuity of thought, and that their method of "arranging" is still very defective. She will also probably find that they have a very limited facility in the use of written language. In order, therefore, to found the work of the year on a practical basis, she will need to use, in the beginning, the working methods of the first grade, and she will, therefore, need to study very carefully the first grade plan of work.

The oral narrations of this grade should be founded first on conversations on topics of general interest to the school. Some may appertain to the particular class, some may be suggested by the teacher, and some founded on brief reproductions of stories or poems; but all must be of such character as to afford opportunity for training in (*a*) logical arrangement, (*b*) use of correct language forms, (*c*) choice of words. Besides these brief, simple narrations, there should be, as the year's work progresses, somewhat more ambitious efforts at completed narrations.

Descriptions, also, must in the beginning of this year's work be of the most elementary character. Pleasing, interesting objects should be presented to the pupils for descriptions, and should at first be such as may be properly described by "parts" only. It

may not be well in most second grade classes to attempt pure descriptions by attributes.

But even in these earliest descriptions the pupils should be trained in "making the picture" — that is, giving first that which brings the object before the mind as a whole, and then giving the details. Care must be taken in the observation lesson to direct the attention of the child so that he will naturally take note first of the appearance of the object as a whole — size, shape, color, etc, and then of the details in the order of their importance in making the picture.

Much practice in observation, guided by directive questions, will establish the habit in the child's mind of seeking first to find out about the essentials, and the minor items afterwards; and if his observations are pursued in logical order, his verbal descriptions will naturally fall into logical arrangement.

It is the same with the narrations. They should be free from intricate relations; the incidents should be simple, and one incident or phase lead naturally to the next, and they should be placed before the children in logical order. If these precautions are observed, the pupils will then be able to give their narrations in a clear, logical arrangement. This guidance does not imply any repression of originality or enthusiasm; it is meant merely to *direct* these vital forces to the end of greatest effectiveness.

For the very first days, short narrations or descriptions, of three or four sentences only, may be written by the teacher on the blackboard in the form of elliptical sentences, to be copied and filled in by the pupils. A few exercises of this sort will make the pupils ready for the next step in this review; that is, embodying words in sentences. The teacher selects three or five or more words *which may be connected in thought;* as, for instance, Mary, sister, rose, garden, thank, you, with which the children are to form a story. *Allow no disconnected sentences.* These are the bane of the teacher when the children begin independent work.

These review exercises will train for the more independent work which should follow as soon as the pupils are strong enough for it. This will also be, in the beginning, very elementary in character, and will consist of simple written descriptions of single objects, based on the observation and oral lessons, and short, simple narrations. The written composition exercises should be of almost daily occurrence, with one language period per week devoted exclusively to the written work. As soon as the children attain a fair degree of skill in written expression, they should be given an occasional opportunity for writing compositions of somewhat wider scope and more independent effort than the regular written work exercises. There may be, for instance, the story of a drop of water, or a leaf bud, told autobiographically.

Require from the very first lesson that slate or paper present a neat appearance; that the spelling, punctuation, and use of capitals be correct, and that the penmanship be the best possible. Development of power in composing, without corresponding training for skill in the use of the medium by which this power has expression, is on the face of it a futile expenditure of effort.

While we may and should require that these mechanical details be as correct as effective training and skillful instruction on the part of the teacher and conscientious effort on the part of the pupil can make them, yet we must not require a like perfection in such matters as "arrangement" of ideas, construction of sentences, and choice of words. Skill in these is a growth; it comes by slow degrees and through much practice, and there is danger of hampering the individuality of the child and crushing his spontaneity by expecting too much in these lines. The written exercises of this grade of pupils will not be faultless in their language forms — if they are truly the original and independent products of these young minds — and each will have its individual errors. — *Adapted from address.*

IT is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.
— *Robert Louis Stevenson.*

Who Got the Nuts?

[For Reproduction.]

BY L. F. ARMITAGE, SAUGUS, MASS.

"YES," said Tom, "it's about time to gather our nuts. I'm glad we found this tree. It's too late to get them to-day, for it's almost dark, but let us come here next Saturday."

"All right," said Harry. "I don't believe any one else knows about this tree. Just see the nuts on the ground and on the tree! Won't we get a lot!" And off they went through the woods towards home.

But someone else *did* know about that tree. From a hole up in its trunk four bright eyes had been peeping and four ears had been hearing what was said, and when the boys were out of sight there was a chattering in the tree.

"So they think *they'll* get them all!" said Father Squirrel. "Well, we'll see, my dear. Now you just keep right on gathering nuts and filling up our storehouse while I run and tell our neighbors and friends to come as soon as they can." And down he jumped from limb to limb and away he scampered through the woods, while Mrs. Squirrel kept busily at work filling her cheeks with nuts till one would have thought she had mumps, then running quickly up the tree to hide them in a safe place.

That night there was a heavy frost and many nuts fell to the ground. The next day many squirrels came, and they worked hard for several days. How they chattered as they frisked about, and how happy they all seemed as they worked!

When Saturday came there were the boys, each with a bag.

"I shall keep my nuts till Thanksgiving," said Harry.

"I mean to get enough to last all winter," said Tom. "We can, if we find a few other trees like this one."

"I shall give half to my sister Rose," Harry said, "for she makes nice nut candy."

"Here we are," said Tom. "Now for work. I hope these bags are big enough to hold them all."

"There are not many left on the tree," said Harry. "You know there has been a frost since we were here. But the ground will be covered with them."

But they couldn't find very many on the ground.

"Someone must have been here," Tom said. "Did you tell our secret to anybody?"

"No, indeed! But someone has surely found it out."

Up in the tree were the two squirrels looking down again at the two boys.

"The squirrels may have taken *some*," said Harry, "but they couldn't carry off very *many*."

"*Couldn't* they?" whispered Mr. Squirrel to his wife, and they laughed so, they had to creep out of sight in the hole lest the two boys should hear them.

✱ Thanksgiving. ✱

THANKSGIVING.

BY ALICE I. RAND.

Suggestions. — In addition to evergreens and red berries tastefully arranged over doors and windows, make use of small shocks of wheat, ears of corn, baskets of fruit, and pumpkins. Borrow pictures of the Mayflower, Priscilla, The Landing of the Pilgrims, and any paintings or souvenirs of the Pilgrim days or of Plymouth that your neighborhood affords, and have them on exhibition.

If your community is such that an offering is practicable, have each pupil bring some useful article, fruit or clothing, to be distributed to some one less favored than himself. If near a large town or city, the contributions may be sent to some charitable institution.

If there is time for special attention to a Thanksgiving dinner, use the material on page 88 of the AMERICAN TEACHER for November, 1895.

Song (School). —

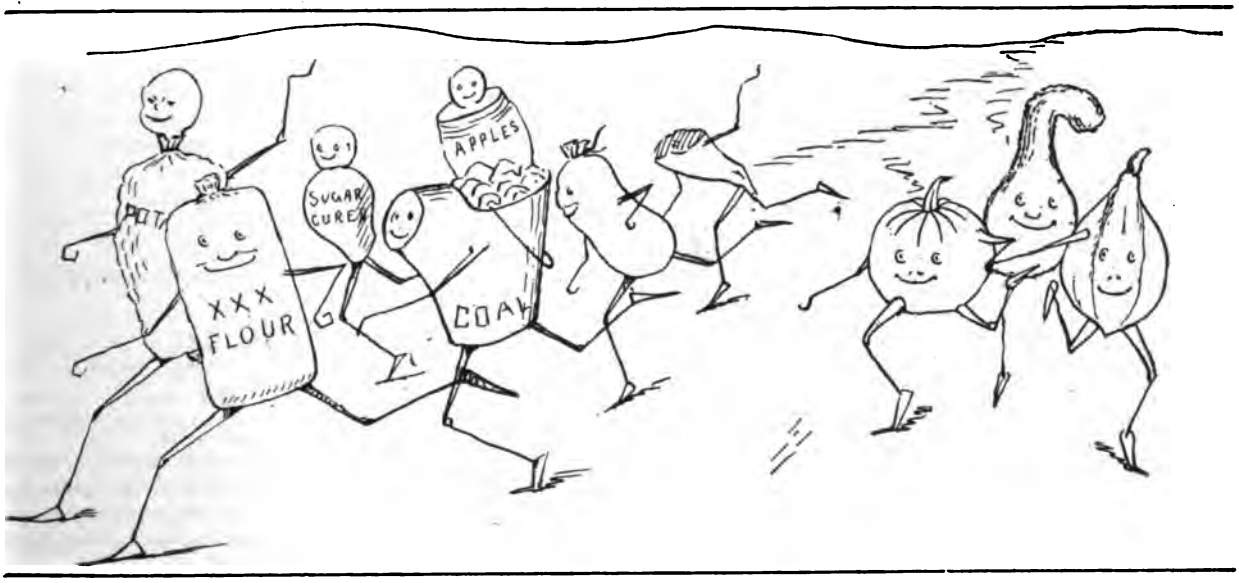
A SONG OF THANKSGIVING.

[Tune.—"I Love to Tell the Story."]

We thank thee now, O Father,
For all things bright and good,
For seed-time and for harvest,
For life and health and food.

Accept the gifts we offer,
For all thy love imparts,
And what thou most desirest,
Our humble, thankful hearts.
We love to thank thee ever,
We love to sing thy praises,
To sing the old, old praises
On this Thanksgiving Day.

— *Selected.*



Reading (An older pupil). —

OUR FIRST THANKSGIVING DAY.

Children, do you know the story
Of the first Thanksgiving Day,
Founded by our Pilgrim fathers
In that time so far away?

They had given for religion,
Wealth and comfort, yes, and more,
Left their homes and friends and kindred,
For a bleak and barren shore.

On New England's rugged headlands,
Now where peaceful Plymouth lies,
There they built their rough log cabins,
Neath the cold, forbidding skies.

And too often, e'en the bravest
Felt his blood run cold with dread,
Lest the wild and savage red-man
Burn the roof above his head.

Want and sickness, death and sorrow,
Met their eyes on every hand,
And before the springtime reached them,
They had buried half their band.

But their noble, brave endurance
Was not exercised in vain;
Summer brought them brighter prospects,
Ripening seed and waving grain.

And the patient Pilgrim mothers,
As the harvest time drew near,
Looked with happy, thankful faces
At the full corn in the ear.

So the governor, William Bradford,
In the gladness of his heart,
To praise God for all his mercies,
Set a special day apart.

That was in the autumn, children,
Sixteen hundred twenty-one;
Scarce a year from when they landed,
And the colony begun.

And now when in late November
Our Thanksgiving feast is spread,
'Tis the same time-honored custom
Of those Pilgrims long since dead.

We shall never know the terrors
That they braved, years, years ago,
But for all their struggles gave us
We our gratitude can show.

And the children of New England,
If they feast, or praise, or pray,
Should bless God for those brave Pilgrims,
And their first Thanksgiving day.

— *Youth's Companion.*

Address by the teacher, giving a simple account of the early Thanksgivings down through the years to the present, when it is an annual and a national custom.

Short Essay (a boy). — "My Idea of a Boy's Thanksgiving."

FOR THE SMALLEST CHILDREN.

1. (Two boys.)

We're thankful for our country,
This land so true and dear.

May our Heavenly Father guide it,
In all the coming year.

2. (Two girls.)
We're thankful for our parents,
For our homes and dear ones true,
For brothers and for sisters,
For health and strength, — and you.

3. (Girl.)
I'm thankful for my playmates,
And for our teacher dear;
May this next year before us,
Find every loved one here.

4. (All.)
Every good gift around us
Comes from heaven above;
Then all should thank our Father
For his love.

5. (One of those who have just recited.)
I have one word more to say —
Make some one happy on Thanksgiving day.

Song (School). — "Do good, do good; there is ever a way."

Offering (If the teacher thinks it appropriate).

Short Essay (a girl). — "My Idea of a Girl's Thanksgiving."

Song (By a group of small children). —

WHAT LITTLE FOLKS CAN DO.

[Tune. — "Jolly Old St. Nicholas."]

Little songs, all full of joy, little lips can sing;
Little voices, soft and sweet, may their tribute bring;
Little verses can express what we wish to tell
Of a loving care that keeps little folks so well.

Kindly on us little ones beams a Father's smile;
Tender care and watchfulness guard us all the while;
For the pleasant things we have, clothing, shelter, food,
We would, in our happy songs, show our gratitude.

— *Lettie Sterling, in the Moderator.*

Recitation. — THANKSGIVING JOYS.

Cart-loads of pumpkins as yellow as gold,
Onions in silvery strings,
Shining red apples and clusters of grapes,
Nuts, and a host of good things,
Chickens and turkeys and fat little pigs —
These are what Thanksgiving brings.

Work is forgotten and play-time begins;
From office and schoolroom and hall;
Fathers and mothers, and uncles and aunts,
Nieces and nephews, and all
Speed away home, as they hear from afar
The voice of old Thanksgiving call.

Now is the time to forget all your cares,
Cast every trouble away;
Think of your blessings, remember your joys,
Don't be afraid to be gay!
None are too old and none are too young
To frolic on Thanksgiving Day.

— *Youth's Companion.*

Recitation (By a small girl). —

"Thanksgiving is just giving thanks," said Grace;
"And having a thankful heart," said Ned;
Little Pearl looked up with a troubled face;
"I fought it was turkey and pudding," she said.

— *Selected.*

Recitation (By a small boy who can whistle). —

You've thanked for fruits and summer bowers,
For grasses, trees, and lovely flowers,
From grand magnolias to the thistle;
I'm thankful 'cause I've learned to whistle.

— *Selected.*

(Whistles "Yankee Doodle" or "Dixey."

Song (School). —

A SONG FOR THANKSGIVING.

[Tune. — "Give, said the little stream."]

Thanks, sang the rippling stream,
Thanks, oh thanks!
Thanks, oh thanks!
Thanks, sang the rippling stream,
As it bubbled o'er the stones.
Thank thee, Lord, that the rain comes down,
And that I flow on to the thirsty town.
Bubbling, bubbling all the day,
Thank thee, Lord, thank thee alway.
Bubbling, bubbling all the day,
Thank thee, loving Father.

Thanks, waved the golden grain,
Thanks, oh thanks!
Thanks, oh thanks!
Thanks, waved the golden grain,
All bending in the breeze.
Thank thee, Lord, for thy tender care,
For the sun and rain, and the earth and air.
Whisp'ring, whisp'ring all the day,
Thank thee, Lord, thank thee alway.
Whisp'ring, whisp'ring all the day,
Thank thee, loving Father.

Thanks, sang a happy child,
Thanks, oh thanks!
Thanks, oh thanks!
Thanks, sang a happy child,
As she ran about her play.
Thank thee, Lord, who art always near,
For my mother's love and my home so dear.
Singing, singing all the day,
Thank thee, Lord, thank thee alway.
Singing, singing all the day,
Thank thee, loving Father.

— *Adapted from Kindergarten Magazine.*

THANKSGIVING DAY.

AN EXERCISE FOR THE SCHOOLROOM.

BY OLIVE E. DANA.

Appropriate blackboard stencils for Thanksgiving are furnished by March Brothers, Lebanon, Ohio.

[The letters forming the words "Thanksgiving Day" may be cut from heavy cardboard and covered with gold paper, or, better, with evergreen separated into tiny twigs and lightly sewn on. A series of very small hooks may be placed within reach of the smallest speaker, and each pupil may then hang the letter he brings in its own place by a loop fastened to its back, or if the evergreen be used, by a small hole made just above the centre of the cardboard. Any appropriate and simple Thanksgiving songs may be sung at the beginning and close of the exercise.

The second speaker in each case, who, it will be seen, echoes and confirms the first, will bring no letter, and need not leave his place, but must speak promptly.]

I. 1. Do you know just how to spell Thanksgiving Day?
Well, listen, and we will tell you our way:
T is the first letter, for Turkey, you see,
A queer sort of day without it 'twould be.

2. And T for the good Times it brings to us, too;
Yes, T 's the first letter, we all of us knew.

II. 1. H is the next one; it stands for the Homes,
So bright and so cheery, where everyone comes.

2. And H for the Hands that make them all so;
Of mothers and grandmas and aunties, you know.

III. 1. A for the Apples that fill up the bins,
And shine on the sideboards, as bright as new pins.

2. The Apples in tarts and the Apples in pies,
Baldwins and greenings and pound-sweets and spies.

IV. 1. N for the Nuts we eat while we joke;
Whoever would think such fun was in folk?

2. The Nuts that Jack Frost shakes down in the night;
We knew he'd been round, the ground was so white,
Where the little fine flakes dropped off from his beard:
We saw them, as out of the window we peered.

V. 1. K is the next letter, — can anyone tell
However it came there?

2. I can very well;
It's the one that from the big pumpkins drops out;
We ought to say pumpkins, without any doubt.

VI. 1. S is for the Sunshine that smiles on the hills.

VII. 1. And G for the grain that goes to the mills.

VIII. 1. I is my letter, it just stands for me,
And a good many I's make good company.

IX. 1. V is for the Verses, so merry and gay,
That tell us how jolly is Thanksgiving Day.

X. 1. And I comes again, — there can't be too many.
Where would be the fun, if there wasn't any;

XI. 1. N comes once more, Nonsense to tell over,
Boys like it as well as bees do red clover.

XII. 1. G is for the Grapes that grow ripe in the sun,
And comes with the nuts, when the dinner is done.

XIII. 1. D is for the Dinner itself, don't you see?
Yes, write it down plainly — a very big D.

XIV. 1. A is for the Autumn that Thanksgiving brings,
With its fruit, and its grains, and its glad harvestings.

XV. 1. And Y, last of all stands for the round Year,
Whose last month but one brings Thanksgiving here;
So full of our Father's good gifts were its days,
We have to take one day to tell Him our praise.

A Thanksgving Feast.

This may be given by eight brownies, who should wear pointed caps with tassels, and short jackets with very large buttons. Each brownie should have in his hand a little yellow pumpkin.

All come dancing in to the tune of "Yankee Doodle," which may be played on the piano or whistled. Brownies' heads nod in time to the music, elbows working in and out, and pumpkins swinging up, down, right, and left. All form a semi-circle, heads and pumpkins keeping time to the music.

First Brownie.—
"This month is dear to grave and gay,
Because it brings Thanksgiving Day,
When those who have been scattered wide
Assemble at the fireside
To render thanks for being blessed,
And have a dinner of the best."

Second Brownie.—
"And truth to tell
We might enjoy a feast as well."

Third Brownie.—
"Be sure we have a way to find
A dinner, if we're so inclined;
We'll not go hungry, never fear;
There's not a pantry, far or near,
But we can reach and take a share
Of things that are provided there."

Fourth Brownie.—
"Now into separate bands divide,
And travel through the country wide."

Fifth Brownie.—
"Let some a southern course pursue,
And some the north star keep in view;
While others travel west and east
To gather something for our feast."

Sixth Brownie.—
"Let those who to the north proceed
Procure the poultry that we need;
Let those who turn their faces west
Bring pies and puddings of the best."

First and Second Brownies exit to the north.
Third and Fourth Brownies go to the west.

Screens may be placed in that part of the room not provided with entrance.

Seventh Brownie.—
"The southern band can put in place
The fruit that must our table grace."

Fifth and Sixth Brownies exit south.

"While those who on their mission run,
As if to meet the rising sun,
Can, as their part, if naught prevents,
Bring coffee, tea, and condiments."

Eighth Brownie.—
"Nothing may be wanted there
To make our feast a grand affair."

Seventh and Eighth Brownies go to the east.

First and Second Brownies dance back, bringing a bundle with turkey's legs hanging from it.

First Brownie.—
"The poultry was not lacking there
That fattened in the northern air."

The Third and Fourth Brownies return with a mock pie and a pudding. These may be plates with paper crusts.

Third Brownie.—
"While we proved the fertile west
Was rich in pastry of the best."

Fifth and Sixth Brownies dance back in line with baskets of grapes and apples.

Fifth Brownie.—
"The south soon yielded fruitage fine,
From orchard, grove, and clinging vine."

The Seventh and Eighth Brownies return with coffee and tea.

Seventh Brownie.—
"Quickly from the eastern land
Return this nimble-footed band."

A lively march, like "Liberty Bell," "King Cotton," or "Washington Post," is now played. The Brownies march back and forth, around the table, and sing the following words to: "When I Was a Lad," in "Pinafore," or Part I. and Part II. to the round: "Come Forth, Ye Hunters."

"'Tis little use to tell a wife
To guard the pantry, as her life;
Or at the maid the choice to throw,
She must be watchful or must go;
Because the Brownies have a way
To carry on their work or play;
And what they want they soon receive
Without so much as — "by your leave."

(All exit.)

RECITATION.

"The feast that night was truly grand;
Enough for all there was at hand;
And when some seemed to be nigh through
They'd start again at something new;
* * * *
And though the nights were getting long,
Some birds commenced their morning song
Before the lively band was through,
And from the banquet-ground withdrew."

"The Brownies in November," by Palmer Cox, Ladies' Home Journal Publishing Company.

The Pumpkin.

O FRUIT loved of childhood! The old days recalling,
When wood grapes were purpling and brown nuts were falling,
When wild, ugly faces we carved in its skin
Glared out through the dark, with a candle within:
When we laughed round the corn-heap with hearts all in tune,
Our chair a broad pumpkin, our lantern the moon,
Telling tales of the fairy who traveled like steam
In a pumpkin-shell coach, with two rats for her team.

— *Whittier.*

* History Stories. *

STORIES FROM BRITISH HISTORY.

BY PAMELA MC ARTHUR COLE.

KING ALFRED.

V.

ABOUT the middle of the ninth century lived the Saxon king named Ethelwolf. He had four sons. Although at that time the people had grown much more civilized, and were better educated than formerly, still there were not many persons who could read well, and sometimes even kings and princes could write no more than their own names.

But Queen Osburga, the wife of Ethelwolf, was a good scholar. She could read and write well, and she wished her sons to be as learned as she was. She often read to them, and they were always glad to listen. We are not told about her library, but probably she did not own more than three or four books. They were all written, for at that time printing was unknown. When a learned man copied out a book, he made a little picture here and there, and at the beginning of a chapter he would print a capital letter in some pretty color. This was slow work, and one book would be as much as one man could do in his whole life.

Queen Osburga had a book of Saxon songs and poems. It had gilding and pretty colored letters and it was lovely to look at, besides having beautiful verses to read. One day she called the princes and showed them her beautiful new book, and talked to them about learning to read. "You know," said she, "how much you all like to hear me read and sing. Think how pleasant it would be to be able to read to yourselves. Now I promise I will give this book to the first one of you that is able to read it to me."

The four princes went away, looking very sober, but they said nothing. One of them had made up his mind to learn.

Several months had passed when one day Alfred, the youngest, came to her and asked her to show him the book of songs. He was ready to read it. He read to her several pages in different places, and when she found he could read well, she gave it to him for his own. It would be hard to tell which was the more pleased, Alfred or his mother.

He was then twelve years old. He continued to study and he became a fine scholar.

VI.

The three older brothers did not care about reading. They would rather play, and ride, and hunt.

One after another all these brothers became kings. Most of the time they reigned England was at war with the Danes, and the third, Ethelred, was killed in battle, in 871. Alfred then became king.

For years after, the Danes continued to make war. New armies of them kept coming over in ships. The English were beaten in so many battles that Alfred's army was at last scattered, and he had to go away and hide, sometimes in one place, sometimes in another.

At one time he became a servant to a cowherd. Nobody who saw Alfred then would have thought of his ever having been a king. He wore ragged clothes, he did a great deal of dirty work, and at night he slept in a little shed among the cows. One day the cowherd's wife went out, and she told Alfred to watch some oatmeal cakes she had left baking before the fire.

In those days people had neither stoves nor chimneys. A little hearth of stone was made in the middle of the room, and a fire built on it. There was a hole in the roof for the smoke to go out. Sometimes it went out that way, sometimes it did not go out at all. The bread was laid on a stone before the fire; it soon baked on one side, then it had to be turned that the heat might cook the other side. So it needed careful watching.

The old woman went out, and Alfred was alone. He was mending his bow, and making some new arrows. He had many things to think of besides his work. He thought of his people, driven away from their homes by the cruel Danes. He had hoped to do his people a great deal of good, to teach them and make them happy, — and here he was hiding in this lonely place, — what could he do?

Bye-and-bye, the old woman came in. She smelt a dreadful smoke. There was always a good deal of smoke when there was a fire in the Saxon huts; but this was something uncommon. There were her cakes burnt to cinders. "You lazy fellow!" cried she, "you ought to be ashamed of yourself! You are always glad enough to eat my good oatcakes, — you might take the pains to turn them. You have spoiled my dinner. Well, you have lost your own, too, I'm glad of that." Oh! how she did scold; but Alfred did not remember it long, for he very soon heard from the cowherd news that put everything else out of his head.

The English had just defeated the Danes in a battle and taken away their flag. This flag had a great black raven on it, and the Danes said that he watched them, and flapped his wings when they were fighting. So they were very sorry to lose it, but the English began to feel quite hopeful.

Fill the Baskets.

[Tune: "Whosoever Will."]

WITH a share of goodies all the baskets fill;
To the poorer people carry them we will;
Thus, with loving kindness, we the murmurs still,
Make a glad Thanksgiving day.

Chorus. —
Fill the baskets up! Fill the baskets up!
Bid the hungry, hungry people freely sup;
Give to them a swallow of your brimming cup,
Make a glad Thanksgiving day.

Like a ray of sunshine to the dwellings rude
Come the laden hampers packed with savory food;
Will you not be causes of the gratitude?
Make a glad Thanksgiving day.

— *Lettie Sterling.*

❋ Nature Studies. ❋

NATURE STUDY FOR NOVEMBER.

BY A. C. BOYDEN,
Bridgewater Normal School.

THE sequence of the months suggests the study of nature's fruits for November. This is the harvest month of the year, when the final stores are laid up by man and animals for the winter. Selections appropriate to this thought may be written on the board as memory gems or copied as the introduction to the November booklet on fruits. Many of them when read to the children make the impress which gives an appreciation of the meaning of the autumn in nature's animal life history.

The following may be suggestive in seeking for suitable material: Whittier's "Autumn Thoughts," "Autumn Festival," "The Huskers," as illustrating an autumn occupation, "The Fruit Gift," as describing clusters of grapes. Lovejoy's "Nature in Verse" has many selections appropriate to the thoughts of nutting and squirrel life, which always awaken a response in the child mind. There are poems, stories, and pictures which are associated with the Thanksgiving season, and stories of the early Pilgrim celebration after the gathering of their first crops. The current educational papers always have suggestive poems and exercises for use at this season of the year. The spirit of our autumn festival pervading our thoughts of nature is the best preparation for the more extended study of fruits.

COLLECTIONS OF FRUITS.

One of the best ways to arouse an interest is through the natural instinct of children to make collections. This furnishes a constantly recurring opportunity to reach the lessons of fruits and seeds. Through all the fall these collections have been coming in and are ready for use. The material can be kept in boxes or bottles, with the name attached.

(1.) There are fruits which are, while green, covered with a husk or burr for protection — the chestnut with a prickly burr is protected from the squirrels and other animals — until the nuts are ripe, when the burr of itself opens; inside the burr is the soft lining of hairs which form a cushion for the young nuts; the ripe nuts are gathered by the squirrels and stored for the winter, thus many become scattered far from the parent tree, and in the spring will start new plantlets that will grow into trees; the hard shell of the nut protects the seed from the winter until it breaks in the spring as the growing seed pushes its way out of its home into the warm light; even inside of this shell is a thin but tough skin to still further guard the tender seed; by opening the seed there will be found at the pointed end the little plantlet which next spring will push out into the air and down into the ground. The horse-chestnut has a tough outer husk, with only a few prickles upon it. These serve as the protection of the fruit until ripe, when the husk breaks and the nut falls to the ground, but is still protected by a tough skin. Inside the nut and on one side near the scar is the young plant. These round nuts easily roll from place to place and thus are scattered. Formerly, it is said, these nuts were ground and fed to horses, but now no animal seems to eat them. The walnuts and hickories have also a husk, usually bitter to the taste; these protect the nuts. Besides this is the thick shell with its hard partitions around the soft meat or seed, and even this is still further covered with a skin. These nuts are carried by squirrels to their holes, and many get scattered for new plants in the spring. Other nuts, such as beechnuts and acorns, can be used in a similar manner as the basis of conversational lessons with the little children, to teach the essential thoughts about nut fruits.



FIG. 1.



FIG. 2.

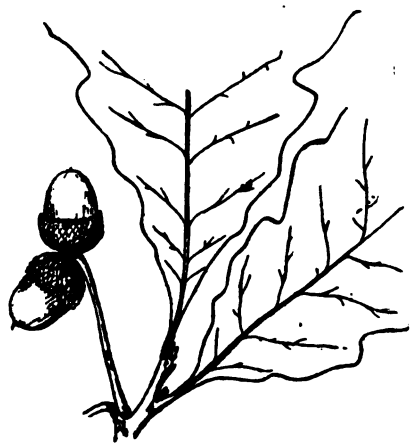


FIG. 3.

(2.) Pod fruits may be brought in with the collections; among them will be the locust, catalpa, bean, or perhaps the milkweed may already have been used. These illustrate another way of protecting seeds until they are ripe; then follows the bursting of the pods in different ways that the seeds may escape.



FIG. 4

(3.) Winged fruits illustrate another means of scattering. The keys of some maples may still be found, also those of the tulip tree, while the bracts of the linden and hop serve the same purpose. A tough skin covers the softer parts and the broad parts act as wings to carry the seeds to new fields, where they will find fresh soil for their spring growth. Many of these fruits are suitable for drawing lessons.

(4.) There are a great many fruits whose seeds are widely spread by means of feathery hairs of some sort — the milkweed is the primary children's favorite. The little nest of seeds with their silken hairs is an attractive subject for teaching thoughts of protection and scattering.

The clematis is often used for trimming, because of the large gray plumes of feathery fruits. It is another good illustration of wind scattering. The tall stalk of cattail, when picked to pieces, is another illustration of the purpose. The cotton husk from the South is full of seeds packed in the soft fibres, which can be blown by the wind into new fields. The children can see the advantage in all these cases of giving the seeds a new soil in which to grow. Some of the above specimens can be collected in all localities to teach the thought.

(4.) There are many fruits which are scattered by the aid of animals — the burdock, with its burr of hooked prickles, is sure to be in the collection, and proves its power to stick to wool and fur all ready for a long journey to a new country. There are so many burrs on each plant that the weed spreads very rapidly. The beggar-tick is another weed whose barb-pointed seed vessels are sticking to our clothes or to the wool of animals asking to be transported free of charge.

(5.) Many small seeds can be collected, such as grass and clover seed, grains of various kinds which are protected in little scale-like sheathes till ripe, when the grain is blown or falls to the ground. But around it is still a close-fitting skin that is so smooth that the seed easily blows or rolls in the rain.

(6.) Seeds of various vegetables and soft fruits suggest the fruit itself, which, in various ways, held and protected the seeds, and the seeds themselves have means of protection through the cold winter. The pointed ends of many of them indicate the ease with which the seed can be buried in the soil, for in that end the young plant is waiting.

All these seeds after serving their purpose in the short suggestive lessons can be saved for spring planting, thus adding to the interest of the germination lessons, as well as completing the life cycle of the plant.

LIFE HISTORY OF A FRUIT.

(Primary Grades.)

The fleshy fruits are good illustrations because the parts are so distinct, their purpose so evident, the qualities are clear and easy of expression, and most of the fruits are easily drawn by little children.

A short review of the growth of the fruit from the flower should introduce the work, also the thought of the parts of the whole plant contributing to the growth of the fruit.

The plant has lived through the year for the purpose of preparing fruit that should hold the seeds. The roots brought the water food, the leaves drew in the sunshine and the air food that the flowers might bloom, and these in turn worked that the fruit might form; the fruit falls off that the seeds may be buried in the earth ready to start afresh in the spring.

The different colors of the fleshy fruits may be matched to colored papers, as was done with autumn leaves, and if the children can have small pieces of the colored papers to use, the value of the work is greatly increased. These exercises impress the idea of beauty in the fruits.

The idea of protection and of attraction to aid in scattering the seeds can be brought out in a simple observation of the parts — the smooth, bright-colored skin; the sweet, juicy pulp; the tough core; the smooth seeds of the apple. The same result is produced in a different way in each of the other fruits; *e. g.*, cranberry, grapes, plums.

These fruits may be compared with some of the dry fruits of the collection to emphasize the same truths regarding fruits and seeds — *e. g.*, in the acorn the cup holds the nut, the hard, brown shell protects the meat, the sharp point on the end helps push the nut into the ground, the thin skin surrounds the meat. Even in the smaller seeds similar protective coverings are found.

The number of seeds in different fruits may be noted with the fact that the little seeds are in great abundance, while large seeds are fewer in number. In all cases think of the seeds as having life and needing protection. In the acorn and other large seeds find the little plant within the seeds. Many of the thoughts can be used in the early reading sentences and copying exercises. Some of the fruits and seeds can be moulded in clay to emphasize ideas of form, and a few can be sketched in outline as applications of the circle.

Second Year.— Additional study of the *parts of fruits* will furnish abundant material for the early written sentences. A short conversational observational exercise with the new words written on the board should precede the written work. Apple — the stem is at one end, the blow on the other end is what is left of the dried leaves of the flower; the smooth, shiny skin of different colors (matched to papers) covers the fruit and keeps out the wet; the soft, sweet pulp is next the skin, and is good to eat, so the apples are carried long distances; the five-parted core is tough and made of thin leaves which fold around the seeds; this is usually not eaten, but thrown away, so the seeds get scattered; the brown seeds are very smooth, pointed at one end and rounded at the other; they are not good to eat, hence are saved. Such exercises are simple, but they call for observation and thought, and furnish interesting material for the child to use along the lines of expression. A cross section of the apple is drawn or moulded to show the relative size and position of the parts, a longitudinal section shows the connection of parts from stem to blow. The apple can be compared with the grape, which has a similar structure. but lacks the core. A similar lesson on a nut like the acorn shows another form of the same work, The history of one of the fruits may be traced — the pulp rots, the skin shrinks and cracks, the decay softens the parts, the rains wash out these soft parts as they decay, the core or stone cracks open and lets out the seeds, the sharp points are pushed down into the soft earth, and the seed is covered up as it waits for the warm springtime.

Third Year. — More particular study of nuts. Much attention can be paid to the collection of the different kinds of nuts, both domestic and foreign. Lists of nuts placed on the board increases the interest and aids in giving the new vocabulary. An observation exercise on the acorn should prepare for a drawing lesson, for such a lesson is the best method of teach-

ing careful observation of the different parts. A "thought" lesson should precede any language paper for the purpose of bringing out the truths to be expressed, as well as to teach all new words in their spelling and use. The thoughts suggested in the introduction to this article should be applied to this particular nut — the attachment to the tree in its cup, the thick shell to protect it, the thin, but tough skin, the means of scattering the nuts far and wide, the young plant between the thick seed leaves, the food for this plant stored during the year in the seed, the oak tree which grows from the acorn. A drawing

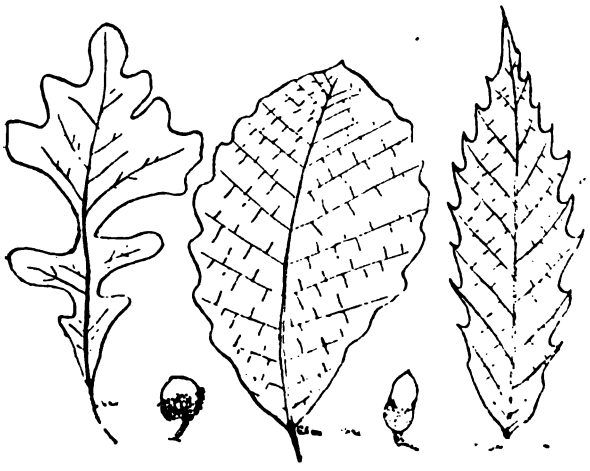


FIG. 5.

of a pressed oak leaf may be used to accompany the written description and some appropriate line may be copied as a preface.

Reading lessons on squirrels and nutting naturally belong with the nature lessons. Similar use may be made of some other nuts, and a little booklet on fruits be the product. An extra lesson on the cocoanut will add interest and broaden the thought, especially if the thick, stringy husk can be obtained. This makes it so light that it can float easily in water, and so be carried long distances before it is thrown on to some shore. Pictures of the tree attract because it is so different in appearance from our trees. It is possible to tell some of the many uses made of the cocoanut by the natives of the countries where it grows — rope from the threads of the husk, cups from the shell, food from the milk and meat, flour from grinding the dried meat, mats, fans, thatch from the palm leaves.

GROUPING OF FRUITS.

(Intermediate grades.)

The children can be directed to do this along two lines, in the first place according to the thought of the fruit as a means of scattering the seeds of the plant. The fruits and seeds can be arranged in this way, and lists made on the board not only of those collected, but of others that are known. (1.) Scattered by the wind — milkweed, maple keys, cones with seeds, clematis, hop, cattails, grass seed, etc. (2.) Those that cling to animals. (3.) Those that are food for animals. (4.) Those that float in water. As different ones are placed in the list a few minutes questioning will bring out the thoughts of value, otherwise the list will not be an intelligent expression of the children's knowledge. Each list may serve as a subject for a written paper, using the different specimens as illustrations of the thought. Dictation exercises will be of service in this form of expression. If desired, some sketch may precede the paper in the booklet.

Another list may be made according to the kind of fruit — (1.) Fleshy fruits, including apple, pear, quince, squash, cucumber, berries of different sorts. These have a soft protective covering, which is attractive as food, and hence aids in scattering the seeds, often to far distant countries. The beautifully colored and sweet-tasting fruits tempt man and birds to eat them, thus the seeds are scattered far and wide. Peaches have thus traveled "on their good looks" and sweetness all the way from Persia, where the family originated. The plum and cherry have paid their way across Europe and the United States in the same manner. Oranges, limes, and lemons are carried all over the country for their refreshing



FIG. 6.

juices, and when the fruit is used the nauseous seeds are sure to be thrown away.

(2.) Stone fruits, such as the peach, cherry, apricot, plum, and almond, in which the inner layer of the fruit is hardened into protecting stone.



FIG. 7.

(3.) Dry fruits, including many "flower seeds," grains, and nuts. Some of these simply fly about in the air, while others are edible. These lists will furnish subjects for written language exercises in which the nature thought is of more importance than mere description. Typical ones in each list will be worth separate lessons, especially in drawing whole fruits and their sections showing the *arrangement* of seeds within the fruit. If the time is limited one of these divisions may be used as the basis of oral language work, while the other is used in a similar manner for the drawing and written exercises.

In all this line of work the nature thoughts are to be emphasized, that the children may come to appreciate the beautiful truths opened to their vision.

"The plant not only gives birth to the seed, nourishes, protects it, and matures it; like a wise and loving parent, it takes care to place its children advantageously in life, and screen them as far as possible from coming dangers."

"Nature, in many cases, takes great care that the seed shall find its way to 'fresh fields and pastures new,' instead of dropping close by the roots of the parent plant into an exhausted soil."

Bergen's Botany (Ginn & Co.) has a very helpful chapter on fruits, their structure and use. Harding's "With the Wild Flowers" (Baker & Taylor Co., New York) has a chapter on "Seeds on Their Travels."

* WHITTIER STUDIES. *

WHITTIER'S SNOW-BOUND.

BY M. E. C.

SOME EVERY-DAY WORK.

NOT being satisfied with the character of the language gem work done by the classes under her supervision, Miss Sunnybright determined upon developing study of selections from standard writers in such a way that opportunity should be opened for the cultivation of thought and individual child expression of that thought, and the following method, or lack of it, is the result of that desire for better doing.

As it seemed a good idea to always begin the day by giving the children something rare about which they might think, this teacher had each morning had a little talk about that which had been noticed by the children on the way to school; but one cold December morning Miss Sunnybright altered her custom by saying to the third-year primary class, "I've something to read to you. I'm very fond of this something, and wonder if you may not become as fond of it as I am." Then the adapted form of "Snow-bound" given below was read.

I. The sun that brief December day
Rose cheerless over hills of gray,
And, darkly circled, gave at noon
A sadder light than waning moon.
* * * * * * *
A chill no coat, however stout,
Of homespun stuff could quite shut out,
* * * * * * *
The coming of the snow-storm told.
The wind blew east; we heard the roar
Of Ocean on his wintry shore,
And felt the strong pulse throbbing there
Beat with low rhythm our inland air.

II. Meanwhile we did our nightly chores,—
Brought in the wood from out of doors,
Littered the stalls, and from the mows
Raked down the herd's-grass for the cows:
Heard the horse whinnying for his corn;
And, sharply clashing horn on horn,
Impatient down the stanchion rows
The cattle shake their walnut bows.

III. The gray day darkened into night,
A night made hoary with the swarm,
And whirl-dance of the blinding storm,
As zig-zag waving to and fro
Crossed and re-crossed the wingéd snow:
And ere the early bedtime came
The white drift piled the window-frame,
And through the glass the clothes-line posts
Looked in like tall and sheeted ghosts.
* * * * * * *
So all night long the storm roared on:
The morning broke without a sun.
* * * * * * *

IV. All day the hoary meteor fell;
And, when the second morning shone,
We looked upon a world unknown,
On nothing we could call our own.
* * * * * * *
The old familiar sights of ours
Took marvelous shapes; strange domes and towers
Rose up where sty or corn-crib stood,
Or garden-wall, or belt of wood;

A smooth white mound the brush-pile showed,
A fenceless drift what once was road;
The bridle-post an old man sat
With loose-flung coat and high cocked hat.

V. With mittened hands, and caps drawn low,
To guard our necks and ears from snow,
We cut the solid whiteness through;
And, where the drift was deepest, made
A tunnel walled and overlaid
With dazzling crystal: * * *
We reached the barn with merry din,
And roused the prisoned brutes within.
The old horse thrust his long head out,
And grave with wonder gazed about;
* * * * * * *
The oxen lashed their tales, and hooked,
And mild reproach of hunger looked.

VI. All day the gusty north-wind bore
The loosening drift its breath before;
(And) As night drew on * * *
We piled, with care, our mighty sack
Of wood against the chimney back.
* * * then, hovering near,
We watched the first red blaze appear,
(And) Shut in from all the world without,
We sat the clean-winged hearth about,
Content to let the north-wind roar.

At the close of the reading the class was questioned, "What does the story tell about?"

"Horses, oxen, snow," the children answered. Then the reader remarked that being so fond of the story she would like to read it once more. After the second reading, which, like the first, was listened to in breathless quiet, she asked, "Did you hear about anything else in this story besides what you heard at first?"

The answer was, "Cattle, snow, wind."

"Yes, it does tell about all those things," the reader remarked; "and now we must do our other work. You shall hear again about these things whenever the time can be found."

The next morning the children were eager for another reading. When finished several children expressed enjoyment, and told also that the story was about cattle, snow, wind, the ocean, and a ghost,—this latter word being developed by a most curious mind process of a little girl who had seen the picture of a ghost, but had not been able to retain the naming of the picture. The children talked freely as at home, and seemed to really enter into the spirit of the poem. Thus far no explanation had been made concerning it; but it now seemed a proper place to speak of Mr. Whittier, and the truth with which country-life was portrayed in the poem. When the name "Snow-bound" was given the wonderful analysis of the name by four children made one question how little children can be so clever, and especially as the poem had not been heard previous to its reading at school, though several knew of Mr. Whittier from various sources.

At the fourth reading Harry volunteered, "I know where Mr. Whittier lived. He lived near my Uncle

Isaac's." Small Mabel, the "ne'er do weel" of the class, said: "I know something about it; my mother takes a paper, and there was a story of Mr. Whittier in it,—a little short one."

The fifth reading developed into a talk about being shut in; the drifted snow; waking the cattle; their hunger; folks making a noise going to the barn, and consequently the cattle knew someone was coming to them; the cocked hat (this provoked much fun from one little girl whose sense of humor equals that of an adult); and the north-wind. This wind was compared with other winds and described as being "the very cold wind that goes through our clothes." All this thought and the varied conversation that it represents the children gave in answer to the asking,—"What does the story tell you today?"

At the sixth reading thought was developed concerning tunneling the snow, and how it must have looked. The idea of crystal being given by one child as "something like, sort of like, glass dishes, or the prism," conveyed to the class the right

THE ROCKING-HORSE.

Words and Music by HELEN A. HARRIS.



* Hip, hip, hurrah! * See my pony fine!
Did you ever see a horse like mine?
When he prances, then I † hold him tight,
† And I rein him in again with all my might.

° Jump up high, pony, — † whoa! whoa! † whoa!
Don't you see how fast my horse can go?
* When I lash my whip, he ° prances high,
† Whoa, pony! back, pony! do not shy!

* Hip, hip, hurrah! I must feed pony well,
Not rein up his head, as though I'd sell,
Treat him kindly and not put him in pain.
Get up, pony, ‡ k-k, ‡ k-k, ‡ k-k, I'm off again.

Chorus. — * Clear the track! on we go, prancing high!
* Lash the whip, do not strike! pony won't shy.
† Whoa, pony! you have done your very best,
Now I'll give you oats, and you shall have a rest.

* Lash the whip.
† Draw the reins.
° Hands on hips, — jump.
‡ Click the tongue.

thought; the hoary meteor was enlarged upon through the telling of one old-wise little fellow that "meteors shone and soon were gone, and so did this kind look shiny and didn't last so very long"; and that a heavy cap and thick mittens were a necessary protection during the process of tunneling.

The next doing was class reading from the blackboard of section I. The thought of this winter story being called a poem was presented just here. Photographs of Mr. Whittier and his boyhood's home were examined, and the class discovered immediately a connection between the country home and "Snow-bound." Much talk followed concerning homes, and one child—not skillful in word picturing—made a crude flash sketch with pencil of a summer home where she'd visited that was very like that of the photograph.

Following the blackboard reading, each section was read from type-written slips from time to time at the regular reading period. The children had never heard it read save as Miss Sunnybright had read it to them, yet their rendering was more natural and purer than that of their teacher, showing that the expression of individual thought while the study (?) of the poem went on had led to a child knowledge of what it meant, and such a self-gained knowledge as only freedom to think and speak will ensure.

Voluntary analysis continued whenever the poem was read, or recited, for weeks; pictures were loaned by parents for hanging in the schoolroom, others to look over and be returned, and many short poems were brought. These were simply read and nothing said about them, since Miss Sunnybright wished the children to know Mr. Whittier by his strongest work—that which held complete pictures of life—and not through a short poem dealing with only a sentiment, or passion much played upon.

"Snow-bound" furnished material for written as well as oral exercises throughout the period devoted to learning it for a gem exercise, and always when reference was made to country life something was touched upon concerning winter in the country as depicted in the poem. Mr. Whittier's life served also as subject-matter for written exercises, and much drawing (detached and grouped) illustrating the child writing was done. Some of this hand expression showed very clearly the clever child-mind conception of the poem's story.

This study of "Snow-bound" was the key to the comprehending of the writing of very many of our best writers. Miss Sunnybright declared at the end of the year that none of her previous third-year classes had equaled this in power of accurate observation, cleverness of analysis, and purity of expression of individual thought.

AGAIN we come together all
To keep in the good old way,
Just as they did in days of yore,
A glad Thanksgiving day.

— *Lizzie M. Hadley.*

Nature Suggestions for November.

I. PLANTS.

Fruits and vegetables, as the pumpkins, squashes, celery, beets, carrots, onions, cranberries, bananas, and nuts. Further study of buds, barks, and forms of trees.

II. ANIMALS.

The domestic animals, as the turkey, duck, hen, sheep; the frog, toad, and fish. Classify animals as far as studied. Note their preparation for winter.

III. EARTH (AND OTHER BODIES), AIR, AND WATER.

Continue to notice sun, moon, and stars. Learn to recognize the common rocks. Study their surfaces, showing weathering. Speak of the use of stones for building purposes. Study fossils. Continue the study of soil-making. Make a collection of stones.

1. *Field lessons.*— To study the barks of trees — to learn to recognize trees by their shapes — to watch the plants lie "down to sleep."

2. *Continue weather report.*

3. *Experiments.* — Temperature. Expansion. See Jackman's Nature Study, p. 111. Notice the work of the frost.

4. *Correlation.* — This work may be made the basis of every-day lessons. Have many poems related to this work — *School Education.*

WHEAT.

BY LIZZIE M. HADLEY.

DURING the spring and early summer the children have become familiar with the beginnings of plant-life, the sprouting seeds, and gradual unfolding of leaf, bud, and blossom. With the coming of autumn, the ripened fruits of garden and orchard have claimed their attention.

In the autumn lessons it would be well to select some one specimen as a type of the plant world, and take a general survey of the whole life of the plant, in order that the children may know and recognize the fact that all its energies from the very beginning are directed toward the one purpose of perpetuating the species. As far as possible, select some plant with which the children are familiar, that they may be able to add their quota of knowledge of its characteristics to the general fund of facts.

We may take for our subject the bread, which is, probably, a staple article of food in every home, and may show the children that the flour of which it is made is from seeds or grains, the fruitage of the wheat-plant. Incidentally, considerable geography, history, and literature might be interwoven with the bare facts pertaining to the subject.

MATERIALS FOR THE LESSON.

Flour, heads and grains of wheat, pictures of the whole plant, wheat-fields, sheaves, a flail, a sickle, reaping, threshing, and winnowing machines.

Flour mills, mill-wheels, a hopper, mill-stones, ancient and modern methods of threshing and grinding, methods of the aborigines, etc.

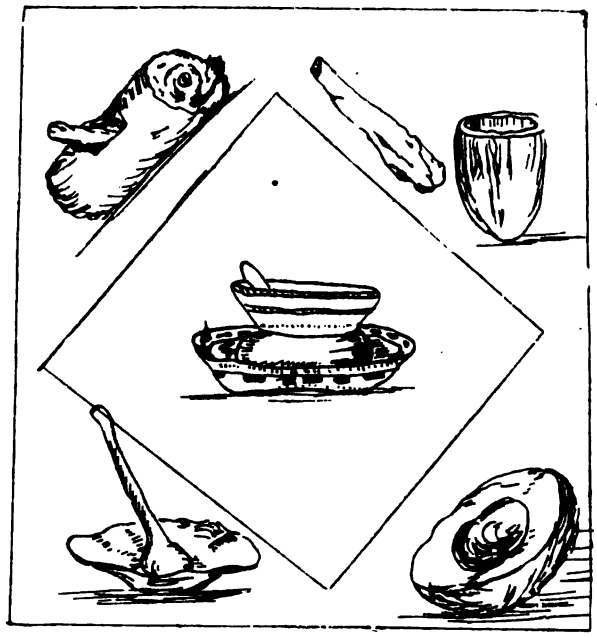
Literature pertaining to the subject.

The Bible stories of Ruth and Boaz, and Joseph and His Brethren, myths of Cupid and Psyche, Ceres and Proserpine, Whittier's "Seed-time and Harvest."

MODE OF PRESENTING THE LESSON.

I am sure you would think it a queer thing to do, if, after you had eaten your dinner, your mother should give your plate to some hungry little boy or girl to eat. Yet that is exactly what rich people did a good many hundred years ago, in a country far away, across the ocean.

What kind of plates do you suppose they used? I am sure you can never guess. They were made from thick crusts cut from loaves of bread, and after the dinners were eaten, these plates were given to poor



people, who never had very much of their own to eat. Wasn't that a queer use to make of bread? How many of you had bread with your dinner to-day? Where did you get it? ("Mother made it." "At the baker's.") Of what was it made? From what is flour made? (If no one knows, tell them it is made from the seeds of a plant called wheat.) Did you ever see wheat growing? What is it like? (Grass.) Yes, when it first starts, it looks like a field of grass, only much greener and brighter, and it really is a kind of grass, and must once have grown wild as grasses now do, only that was such a long,long time ago that nobody knows just where it started. We are sure, however, that it is very old, as the people of Egypt and China cultivated it hundreds and thousands of years ago.

When do people plant seeds? (In the spring.) Nearly all seeds are planted then, but, strangely enough, the seeds of the kind of wheat that people like best of all are sown in the fall, usually in September.

How do you suppose the plants live during the long, cold winters when everything else is frozen?

Perhaps no one really knows just how this can be; we only know that wheat can endure a great deal of cold, so much that I have somewhere read that grains dropped upon the frozen surface of a river have been known to sprout and send their tiny roots through the ice to the water below.

If you were to go into the country in early spring, you would find the wheat a pretty sight, growing fresh and green with the first warm days.

(Sketch upon the blackboard the whole plant, roots, blades, stem, and fruit.)

Points to be noticed.

Root: manner of growing (size, shape, uses, etc).

Stem: manner of growing (upright, jointed, cylindrical, hollow).

Leaves: grass-like, growing from the joints.

Fruit: (many-seeded).

If possible give to each child a head or ear of wheat. Lead them to notice the arrangement of grains. (On opposite sides of the stalk.) The stem and seeds called a spike. Notice the glumes or bracts (chaff). A pair to each seed, and another to each head. The awn or beard (terminal point of the husk).

Shape of the grains? (Cylindrical, with a longitudinal groove upon the under side.) Color? (A brownish yellow.)

Outside coat? (Hard, smooth, shiny, hairy at the top. Adheres so closely to the inside as only to be removed by crushing.)

Color of the inside? (White.) Pound some of it. What is it like? (Flour.)

When the wheat is ripe what is first done with it? ("It must be cut.") Sometimes this is done by machinery and sometimes by men with a sharp hook-like knife, called a sickle. It is then bound into big bundles, called sheaves, and carried to the barn or storehouse.

When dry enough it is threshed. That means pounded until the seeds and husks or glumes fall from the stalk.

Now-a-days most farmers have machines to do this work, but once, not so very long ago, they pounded it out with a flail. This was made by nailing a strip of leather upon one end of each of two round pieces of hard wood of unequal length. The longer piece was the handle and the shorter one was used to pound out the grains.

Long ago, people used to tread out the grains with their feet or have their cattle do the work, and then fan it or trust to the wind to blow out the chaff. Now, when it is threshed it is run through a winnowing machine, and comes out free from chaff and ready to be put into bags and carried to the mill, where it is ground into flour. If there is a grist mill in the vicinity, most of the children will probably know how this is done; otherwise the teacher must rely upon pictures and blackboard sketches. When this is the case, tell them about the box or hopper for holding the grain, with a valve in the bottom to regulate the amount that continually escapes and is carried between the two mill-stones and ground into flour. Show them how the fine white flour is sifted through a net or sieve, the next finer through a second net, and so on until only the brown outside, or bran, is left. This process is called "bolting," and the "bolted" flour is now ready to be put in bags and barrels, stamped with the name of the mills where it was

ground, and sold to the wholesale dealers, men who sell it all over the country.

This is the way our flour is made, but among savage tribes in other countries and the Indians in South America and some parts of this country, the grain is ground as it was centuries ago, long before Columbus discovered America.

Among the different tribes the process is much the same, although each one may possibly have different devices and implements for gathering, grinding, and storing their food. Sometimes the grain is gathered in osier baskets; stored in a granary of woven basketry, and pounded in a stone mortar, with a stone pestle or maul. Among some tribes, the mortar is hollowed from a log of wood, while others use a kind of bowl made from tough raw-hide. In every case it is the women of the tribe who cultivate the soil, gather and prepare the seeds.

Botanists claim to know about three hundred varieties of wheat, all more or less useful to mankind. From some of these are made the macaroni and vermicelli of which the Italians are so fond, and many others are used for brewing and distilling liquors.



Here is a picture of one kind of wheat, that was used by the Egyptians thousands of years ago.

You can see by the picture, that when one ear holds so many seeds, what a great deal there must have been in a big field of it.

These talks with the children cannot be crowded into one or even two lessons; they are more likely to take even that number of weeks, other facts, than these suggested, both general and historical, being added from time to time.

The children's share of the observation work may be supplemented by oral and written descriptions, with drawings of the whole and different parts of the plant, implements, machinery, etc.

The wheat-growing portions of our own and other countries may be pointed out, and something learned of the value of exports and imports, and the importance of railroads and waterways to the commerce of a country.

"The Three Kittens," which forms the "supplement" this month, is a work of art for the adornment of the schoolroom, and for the assistance of the teachers when they are teaching this pet among domestic animals.

Co-operative Information List.

For account of plan see AMERICAN PRIMARY TEACHER of September.]

"Brooklyn Bridge," "Central Park," "The Statue of Liberty," etc. — Brooklyn, N. Y., grammar school No. 76, F. B. Stevens, principal.

"General John Stark," "Battle of Bennington," "Franklin Pierce," "Home and Boyhood of Daniel Webster," "The Manufacturing Interests of Manchester." — Manchester, N. H., Hallsville school, William H. Huse, principal.

"Parks," "Lake Traffic," "Water Supply," "Cattle Yards," "Sewerage System." — Chicago, Marquette school, Frank B. Williams, principal.

"Ice Cutting," "Salmon Fishing," "Shipbuilding." — Bangor, Me., Union school, Mr. Tilton, principal.

"Iowa Industries," "Pork Packing," "River Navigation," "Corn Raising." — Sioux City, Ia., William M. Stevens.

"The Chinese of San Francisco," "Fruit and Flowers of California," "The Harbor of San Francisco." — San Francisco, Lincoln school, Mr. Hamilton, principal.

"Portsmouth: Her Historic Houses," "Colonial Architecture: Navy Yard," "Isles of Shoals as the Home of Celia Thaxter," etc. — Portsmouth, N. H., John H. Bartlett, principal.

A Thanksgiving Story.

[For Reproduction.]

BY L. F. ARMITAGE, SAUGUS, MASS.

"OH, Rob! Isn't it dreadful? We can't go to grandpa's to-morrow."

"Can't go to grandpa's?" said Rob. Who said so? Why, we *always* go. It wouldn't be any kind of a Thanksgiving without the visit at grandpa's."

"I know it," said Alice, "but we can't go. Mamma has had a letter from Aunt Kate, and she says grandma is sick and must be kept very quiet."

"There won't be any fun, then," said Rob.

"No," said Alice, "no good time for us to-morrow."

"But," said mamma, "perhaps we can have another kind of a good time. Let's try to make some other boys and girls happy."

"How?" asked the children.

"There are many children who are too poor to have a nice Thanksgiving dinner. Would you not like to carry something to some of these children? We are not rich, but we can give something to others. Grandpa has sent us two barrels of his nice apples. We will fill two baskets at once, and early in the morning you may take them to some poor people."

They began at once. They picked out the largest and reddest apples for their baskets. Mamma gave them potatoes, bread, and cake.

When papa came home he wanted to help, too, so he went out and bought some oranges. Then mamma put a glass of jelly and a package of tea in each basket.

In the evening the children popped corn, and poured it into the baskets till they could hold no more.

Early in the morning they set out, with papa to help them carry the baskets. They called at the homes of some poor children who went to their school. There were six children in one home and four in the other. How their eyes shone when the baskets were opened! And the mothers thanked them with tears in their eyes. It made Rob and Alice feel as happy as the ten children did.

Then they took a long walk with papa, and when they reached home they found Uncle Fred and Aunt Nellie with their baby. "As we couldn't go to grandpa's, we thought we'd drive over and spend the day with you," said Aunt Nellie.

The day was a very happy one, and when they went to bed Rob said, "I've had lots of fun to-day, after all, mamma."

"I don't know when I have been so happy," said Alice.

"I think," said mamma, "that must be because you have made others happy."



The Thanksgiving Dinner.

[A Thanksgiving Dialogue.]

BY ELLA MARIE POWERS.

A little table set with a tea-set; two little chairs; one boy; one girl. Girl standing by the table, boy standing by his seat with a note in his hand.

Boy. — Bess has penned a little note;
It bids me now in haste
To come on this Thanksgiving day
And her good dinner taste.

(*Walking toward girl.*)
Ah! ha! I'll go, my little dame.
Good morning, Bessie Lee!

Girl. — Good morning, sir! I'm glad you came.
Be seated, opposite me.

Girl (*passing empty plate*). —
Do you eat soup? I hope you do.

Boy. — Indeed I do! 'Tis fine!
This is a most delicious stew!

Girl. — Thanks! A favorite of mine.

Girl (*passing another empty plate*). —
Will you have turkey nice and rare?

Boy. — Oh, yes, my little dame,
'Tis cooked with wondrous skill and care.

Girl. — I'm very glad you came!

Boy. — This turkey is the best I've had
In many a long, long year.
Your puddings and your pies, you see,
They quickly disappear.

Girl (*passing dishes*). —
And here are nuts and fruit, for you,
And here's your coffee, play.

Boy. — Oh, isn't this a royal feast,
On this Thanksgiving day?

(*Boy gets up.*)

Girl. — Oh, must you really leave so soon?

Boy. — I must not now delay
But thank you for this harmless feast,
On this Thanksgiving day.

(*Boy and girl recite together*).—
We'll need no pill, nor doctor's bill,
So off we'll trip so gay,
A feast like this will never kill
On a Thanksgiving day. (*Exit.*)

The Leaves at Play.

COME and watch the merry little leaves at play;
Jolly times they're having this November day.
Down they gently flutter like the flakes of snow,
Chasing one another, flying to and fro.
Don't tell me they're only driven by the wind,
I am sure they're doing just as they've a mind.
See those two go racing swiftly down the street!
Red's ahead, now yellow, which, think you, will beat?
Over in that corner there's a dancing-class,
See them wildly waltzing o'er the withered grass.
They have lively music, led by Mr. Breeze,
Listen to his whistling up there in the trees.
Some have gone in swimming down in yonder nook,
See that host of bathers diving in the brook.
There a crowd has gathered in an eager talk;
Now they're widely scattered all along the walk.
So they gayly frolic through the sunny hours,
Careless of the winter with its icy showers;
But the cold is coming and the snow drifts deep;
When their play-time's over, quietly they'll sleep.

— *Selected.*

Better Than Going to Grandpa's.

[A Girl.]

"NOT going to grandpa's to spend Thanksgiving?"
Repeated wondering May.
"Why, dearest mamma, it won't be living!
Why must we stay away?"

Then merrily smiled mamma and said,
"There is going to be something better.
Better than going to grandpa's, dear!
Now guess, while I finish this letter."

"I can't see what could be better," May said,
While her face grew melancholy,
"Unless — unless they are all coming here —
Oh, *they are!* Won't that be jolly?"

— *Selected.*

How Robbie Shared Thanksgiving.

ROBBIE at the window stands,
With cake and candies in his hands;
Dainty frock, with trimmings bright,
About his limbs so white.

Robbie hears the people say,
"This is Thanksgiving day!"
Much he wonders "what dat is!"
Till his puzzled little phiz

Lifts itself and eager eyes
To listen to mamma's replies.
She tells him he should thankful be
For all his comforts. Don't you see?

For things to wear, and things to eat,
For home, and all things warm and neat.
And little Robbie, three years old,
With curls all full of shining gold,

Listens with sober face and eyes,
Grown suddenly demure and wise,
And by the window stands awhile,
Almost forgetting how to smile.

But presently upon the street
A boy goes by with weary feet,
And limbs all shivering in the cold;
Poor beggar boy, with clothes so old!

Tap! tap! against the window-pane
Goes Robbie's hand, once and again,
And calls he: "Little boy, I say,
A'n't you dot any thankful day?

"Tum right in here and det some tlose;
You tan't be thankful when you's f'oze!"
Dear little heart! The mother heard;
With pity, too, her heart was stirred,

For Robbie plead, "Please, mamma, may
I div him half my thankful day?"
And out beneath the winter skies
The beggar plead, with wistful eyes.

And so, while generous little Robbie
Told papa all his story, Bobby,
The beggar-boy, went singing home,
No more on that cold day to roam.

For in his basket there was food,
And many a thing so warm and good;
And glad was he, ere day was through,
To give his thanks for comforts, too.

— *Mary D. Brine.*

❋ Books. ❋

PETS AND COMPANIONS. A second reader. By J. H. Stickney. In the Study and Story Nature Series. Boston: Ginn & Co. Boards. 142 pp. Price, 40 cents.

This author made a name in educational circles by her skillful preparation of a successful series of general readers; and it will give pleasure to her friends to know that the same skill is to be applied in the preparation of nature readers. The subject is most happy, and the author makes the most throughout the book of her pets and their playmates, animate and inanimate.

THE MORSE SPELLER. Dictation and spelling in correlation with other subjects for all grades. New Century Series. By Samuel T. Dutton, superintendent in Brookline, Mass. New York: The Morse Company. Boards. 150 pp.

New methods need new books. Progressive times call for progressive men, and the men who have made the methods of these times progressive are sure, sooner or later, to make the books for the methods. For twenty years Mr. Dutton has been one of the foremost men in supervising along modern lines. He made New Haven shine among the educational cities, and these columns have often asserted that he has given Brookline one of the most perfect systems of schools in the country.

He has made "correlation" an accomplished fact in the schools under his supervision, and it is well for him to make his appearance before the public in the rôle of a text-book author through a thoroughly modern speller in which correlation is exemplified. He aims to give the children a good working vocabulary along the line of the studies pursued in the schools, as well as upon practical every-day subjects. The first fifty lessons are for copying and dictation, forty full-page columns of words often used in the dictation are selected for drill in oral spelling, ninety lessons in dictation, twenty columns of words from this dictation, selected words for sentence-making. This is the order of procedure through the book. The subjects with which the paragraphs for dictation and copying deal are: animals, plants, seasons, holidays, geography, biography, history, literature, physiology, physics, mineralogy, geology, etc. It is a departure that is certain to set the pace for future bookmakers.

HAZEN'S FIRST YEAR-BOOK. By M. W. Hazen. Philadelphia: E. H. Butler & Co. 112 pp.

M. W. Hazen, formerly one of New England's most efficient school superintendents, has developed great skill in the editing of school books. His latest departure is one of the most beautiful ventures in the matter of primer-making that has yet appeared. We said, a year ago, when the first illuminated primer appeared, that it was only a question of time when all reading-books for little children would be illustrated by the richest coloring. This justifies our prediction. Here are nineteen pages of as beautiful colored pictures of cherries, leaves, flowers, balls, geometric forms, plants, apples, beads, birds, peaches, oranges, plums, pears, flags, etc., as could be asked from a book devoted entirely to the art of coloring. But entirely aside from the color work, the book is a good sample of correlation of reading, writing, drawing, number, and language lessons. The author has availed himself of the latest educational departure in that he uses vertical script, which is one of the best tributes yet paid to the vertical-writing movement. He evidently believes that the idea of having children read sentences in which pictures shall take the place of words is pedagogically correct and is sure to win. We do not care to discuss this point, which nearly all the primer-makers now adopt, but we must confess that it always impresses us as an effort to illumine a page with pictures, rather than to serve the cause of education. This is a beautiful book; it is certainly helpful for the teaching of reading, and almost equally so for the other subjects in the first grade.

ALL THE YEAR ROUND. Part II. A Nature Reader. By Frances L. Strong of the St. Paul training school, and Gertrude A. Stoker, supervisor of drawing, St. Paul. Boston: Ginn & Co. Cloth. 102 pp. Price, 35 cents.

The editor of this paper has never seen a more skillful use of drawing in the teaching of nature in geography, language work, reading, and number than in the schools where the method and spirit of these teachers is largely responsible for success.

The authors here present six lessons on the limestone sequence; four on the quartz sequence; four on ocean life; two on coal; five on evergreens; eleven on the study of races; seven on physics. The book contains both prose and poetry, and is helpfully illustrated.

THE STORY OF GREECE. By H. A. Guerber. Eclectic School Readings. New York: American Book Company. Cloth. 295 pp. Price, 60 cents.

Great men, great events, great achievements are more fascinating in history and biography than in fiction. The novel may make one weep, but heroism in real life stirs one's soul to its very depths and leads to action that is heroic. Greece is of all countries the most glorious in great deeds, great men, and great achievements. It is a worthy work, this writing of the lives and deeds of the grandest of men so that children will enjoy and be permanently influenced by them, and is as great a service as can be rendered the schools. Nature is well in its place, but human nature has grander possibilities, and here we find human nature at its best. There is no better reader for the schools than this masterly treatment of these characters, presented as they are in an interesting, instructive, and inspiring style.

QUICK'S EDUCATIONAL REFORMERS. Reading circle edition with states and illustrations. Syracuse, N. Y.: C. W. Bardeen. Cloth. 420 pp. Price, $1.00. In papers, 50 cents.

No book upon educational men or measures has had such a sale as Quick's "Educational Reformers." No book has been so universally used in reading circles. This makes it a genuine public benefit to have it republished in good form at a low price. Mr. Bardeen is the American specialist in the reproduction of foreign pedagogical works. At $1.00 for the cloth edition, and fifty cents in paper, this reprint must find ready and enormous sale in the reading circle fields. This has, in addition to the original London edition of 1868, Mr. Quick's pedagogical autobiography, and his chapter on Froebel. Also upwards of twenty portraits of the educational leaders of ye olden time, with many valuable fac-simile p ages of letters.

THE RIVERSIDE PRIMER AND READER. Riverside Literature Series. Boston: Houghton, Mifflin, & Co. Cloth. 205 pp. Price, 30 cents.

The "Riverside Primer and Reader" is a literary treat. Mr. Horace E. Scudder's introduction is a rare bit of pedagogy applied to the teaching of reading. It is amusing, however, to see him commending J. Freeman Hall's "The Riverside Manual for Teachers" as giving the teacher the best suggestions for enabling the child to *combine letters* into words and words into sentences. Mr. Scudder evidently takes Mr. Hall's "Manual" on faith, but then it is practically impossible for any man of his years to realize that Mr. Hall's "Manual" wages vigorous warfare against "combining letters into words." The root idea of this "Riverside Primer and Reader" is that "the end of learning to read is to read great books." Mr. Scudder clearly recognizes the fact that good literature cannot be appreciated by anyone who has not been educated out of the colloquial phrasing of speech and of all out-of-school reading of ordinary children, into the forms and expressions of literature. The child is to learn how to read from the blackboard, this primer then leads up through easy and colloquial sentences to a page of classic rhyme for childhood, then through other pages up to a second, and so on, until, at the end, there are many classic bits well massed.

ELEMENTS OF BOTANY. By J. Y. Bergen, Jr. Boston: Ginn & Co. Cloth. 320 pp.

The author is an exceptionally strong teacher, successful in the high sense, and he has long written with skill and adaptation to school needs. This book is really the expansion of the notes from which botany has long been taught for six months of each year to the entering class of the English high school, Boston, although the author has been assisted in many ways by many eminent authorities in botanical science. To attempt any description of the book from which the non-essentials have been winnowed and the essentials magnified would require more skill and space than the hour commands. It is all that could be expected of a work presenting the elements at their best.

C. W. Bardeen of Syracuse, in his Standard Teacher's Library Edition — No. 31 — publishes the Uniform Questions in New York state, with their answers. This is a bit of enterprise sure to be appreciated by the teachers. No one else has done so serviceable a thing in this direction.

Letitia L. Doane of the institution for the deaf, Ohio, has prepared an interesting volume of thirty-one Every-day Tales, illustrated. The stories are admirably adapted to child-life, and have been selected with great care from a wide range of sources. It is published by the author at Columbus.

UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

NEW YORK STATE DEPARTMENT OF PUBLIC INSTRUCTION.

SECOND AND THIRD GRADES.

[September 25, 26, 1896.]

ARITHMETIC.

1. Numbers are classified as (*a*) odd or even, (*b*) concrete or abstract, (*c*) like or unlike. Give the basis of each of these classifications.

2. Reduce 7 gal. 3 qt. 1 pt. to the fraction of a barrel.

3. Divide (*a*) .03125 by .000025; (*b*) 34½ by 12.0125.

4. If the interest on $600 for 1 yr. 3 mo. 20 da. is $70.50, what is the interest on $576 for 2 yr. 20 da. at the same rate per annum? (Solve by proportion.)

5. Required the net price of an article listed at $400, 30 per cent, 10 per cent, and 5 per cent. off.

6. What sum of money at interest for 1 yr. 3 mo. 5 da., at 6 per cent. per annum, will amount to $258.20?

7. How many cords of wood in a pile 30 feet long, 7 feet high, and 4 feet wide?

8. 83 lb. 6 oz. is what per cent of 43 lb. 12 oz.?

9. Find the proceeds of a note for $168 due October 20, 1896, and discounted to-day at a Brooklyn, N. Y., bank, at 6 per cent. per annum.

10. Find the square root of .6, correct to three decimal places.

GEOGRAPHY.

1. Define (*a*) latitude; (*b*) longitude; (*c*) meridian.

2. Describe the following rivers: (*a*) Yukon; (*b*) Rio Grande; (*c*) Danube; (*d*) Congo; (*e*) Orinoco.

3. Name the states bordering on New York, and give the capital of each.

4. Name five lakes of New York whose waters pass through the Oswego river.

5. Locate the following bays: (*a*) Baffin; (*b*) Bristol; (*c*) Hudson; (*d*) Biscay.

6. (*a*) Name the two large seaports of England; (*b*) two of Scotland; (*c*) two of Ireland.

7. (*a*) Name three large rivers having deltas. (*b*) How are deltas formed?

8. What five countries of South America border on Bolivia?

9. Locate the following mountains: (*a*) Ural; (*b*) Pyrenees; (*c*) Caucasus; (*d*) Hecla; (*e*) Marcy.

10. Name and locate five large cities of Europe, and tell for what each is especially noted.

GRAMMAR.

Such an author as Washington Irving, whose matter is always interesting, always delightful, indeed, and whose use of language is so unaffected and free from strain, would be excellent for young students. Through such an author, their vocabulary could be enlarged in a most pleasing way, and they could hardly, unless very stupid, get false impressions of meaning, from the author's nice use of words. HIRAM CORSON.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include (*a*) subject clauses; (*b*) objective clauses; (*c*) adjective clauses; (*d*) adverbial clauses. 2. In naming a clause, include only its unmodified subject and unmodified predicate. 3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses as adjective, adverbial, etc. 4. An object of a transitive verb is classed as a modifier of that verb. 5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent. 6. In giving the syntax of a noun or pronoun, give only the case and the reason for it. 7. Verbs are divided into two classes; viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice. 8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Select and classify according to note 1 three subordinate clauses.

2. Give (*a*) three modifiers of *matter*; (*b*) four modifiers of *use*.

3. To what part of speech does each of the following words belong: (*a*) *such*; (*b*) *as*; (*c*) *indeed*; (*d*) *unaffected*; (*e*) *unless*.

4. Give syntax of (*a*) *author*; (*b*) *Washington Irving*; (*c*) *author*.

5. Select (*a*) a transitive verb in the active voice; (*b*) a transitive verb in the passive voice; (*c*) an intransitive verb.

6. Select (*a*) three adverbial phrases; (*b*) two adjective phrases.

7. Compare three different adjectives, (*a*) one by the addition of a syllable; (*b*) one by the addition of adverbs; (*c*) one by different words.

8. Decline the personal pronoun of the feminine gender.

9. Give an example of a pronoun (*a*) in apposition with a noun; (*b*) as an attribute (predicate pronoun).

10. Illustrate the use of a clause as object of (*a*) verb; (*b*) object of a preposition.

PHYSIOLOGY AND HYGIENE.

1. What long bone articulates with (*a*) the radius; (*b*) the tibia?

2. (*a*) Mention three classes of joints, and (*b*) give an example illustrating each class.

3. Why are tendons and ligaments composed of inelastic tissue?

4. Describe the means by which vibrations are conveyed from the tympanum to the inner ear.

5. What is the function of (*a*) the iris; (*b*) the epiglottis?

6. Why is the blood in the pulmonary artery dark red and the blood in the aorta bright red?

7. Describe the structure of a tooth.

8. Mention two organs which assist the kidneys in excreting the poisonous and worn out matter from the circulation.

9. Mention three cautions that should be observed in the use of the eyes.

10. What is the effect of the excessive use of alcohol on the nervous system?

AMERICAN HISTORY.

1. To what nation did Champlain belong, and what parts of America did he explore?

2. Arrange in order of time the following events: the burning of Schenectady, the battle of Oriskany, the building of Fort William Henry.

3. (*a*) Who was the author of the Declaration of Independence? (*b*) By what body, and (*c*) at what place was it adopted?

4. In what states were the principal military operations of the years 1779–1781?

5. What was the form of the government of the United States preceding the adoption of the present constitution.

6. Mention a leading event of the administration of each of the following presidents: Jefferson, Monroe, Jackson.

7. Name two cabinet positions which have been created since Washington's administration.

8. (*a*) Name the thirteen original states. (*b*) Name two states admitted to the Union within twenty-five years after the adoption of the constitution.

9. Give an account of the battle of Antietam; to be marked on the following points: (*a*) location, (*b*) names of the commanders, (*c*) the effect on the course of the war, (*d*) other items of importance.

10. What is meant by the resumption of specie payments?

METHODS AND SCHOOL ECONOMY.

1. A room is 18 ft. long and 12 ft. wide. In multiplying to find the area, show why the product is square feet.

2. Give the necessary directions for teaching 4 x 5 objectively.

3. Show how the idea of a watershed may be taught objectively.

4. Name two methods of teaching geography to beginners and state an advantage of each method.

5. What colors should be taught first? Why?

6. Outline the general character of language work for first year pupils.

7. Name two important advantages to the pupils from the study of grammar that should be kept in view in teaching this subject.

8. Name three considerations that should guide in the selection of words for the beginner in reading.

9. Name two devices that will help to break up mechanical defects in reading.

10. Name two special advantages of written spelling over oral spelling, and one advantage of oral spelling over written spelling.

CURRENT TOPICS.

1. Name the nominees of the Republican state convention for state officers.

2. Name the nominees of the Democratic state convention for state officers.

3. (*a*) What eminent English jurist visited this country in August? (*b*) What national meeting did he address? (*c*) What was the subject upon which he spoke?

4. What distinguished statesman of a foreign country was recently the guest of the United States?

5. State briefly what you can about his stay in this country?

6. Who is Nansen and what notable act has brought his name before the public?

7. (*a*) What proposition is receiving attention from the "Allied Powers" of Europe relative to the action that should be taken on the rule of the Sultan of Turkey? (*b*) Why is the proposed action being considered?

8. (*a*) What member of President Cleveland's cabinet recently resigned? Who was chosen as his successor?

CIVIL GOVERNMENT.

1. Why should the passage of an *ex post facto* law be forbidden by the constitution?

2. Define: (*a*) deed; (*b*) mortgage; (*c*) lien; (*d*) subpœna.

3. (*a*) What is the right of suffrage? (*b*) Name three classes wholly or partly deprived of it.

4. Name two purposes of taxing imported goods.

5. What determines the number of votes in the electoral college to which a state is entitled?

6. (*a*) What is an indirect tax? (*b*) Give an illustration.

7. Name three sources of internal revenue.

8. (*a*) When is a candidate in an election said to receive a majority vote? (*b*) When a plurality?

9. (*a*) In proportion to its population does New York or Rhode Island have the greater influence in electing the president of the United States? (*b*) Give reason for your answer.

10. What is a constitution.

COMPOSITION.

Write a composition on one of the following subjects: —

"A Rainy Day in the Country," "Grading Common District Schools," "Newspapers as Educators," "Li Hung Chang's Visit."

Credits will be given on the merits of the composition with particular reference to three points: —

1. The matter; *i. e.*, the thought expressed. 2. The correctness and propriety of the language used. 3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

SCHOOL LAW.

1. What are the provisions of the compulsory education law relative to the attendance upon instruction of children between twelve and fourteen years of age?

2. State fully the qualifications that a teacher must possess to obtain a second grade certificate under the uniform system of examinations.

3. Who is the proper authority to prescribe the subjects which shall be taught in a common school?

4. Has a trustee or trustees the power to determine in what manner a teacher shall punish pupils?

5. Mr. and Mrs. John Jones have a son eight years of age who has attended school in the district in which they reside for six months during the school year. Are both or either of the parents entitled to vote at a school meeting in their district upon such attendance of their son?

6. Name three important duties of a sole trustee of a school district.

7. How may a common school district determine to elect a treasurer?

8. How much money may the trustee or trustees of a common school district expend in repairs upon school buildings in any one year without a vote of the district?

9. What must a school district do to be entitled to a district quota?

10. (*a*) What is a district quota? (*b*) What is its amount?

DRAWING.

1. (*a*) What is a positive color?

(*b*) The diagram represents red squares mounted on a gray background. What color harmony is illustrated by this combination.



2. What is a rectilinear figure?

3. Draw scale $\frac{1}{4}''$ to $1''$, to represent a foot rule, marking inches and half inches.

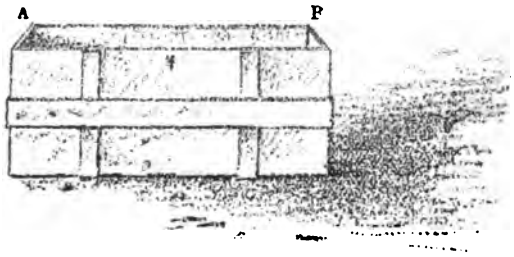
4. (*a*) Sketch a hemisphere.

(*b*) Modify the same to represent the lower half of an apple when bisected horizontally.

5. (*a*) What position do edges parallel to the eye level assume in a perspective picture?

(*b*) What position do vertical edges or surfaces assume in a perspective picture?

6. The sketch represents a chest 5′ long, 2′ wide, and 2′ high. Copy the sketch, prove the perspective, and attach a lid in a vertical position at A. B. Leave all working lines and proofs of perspective.



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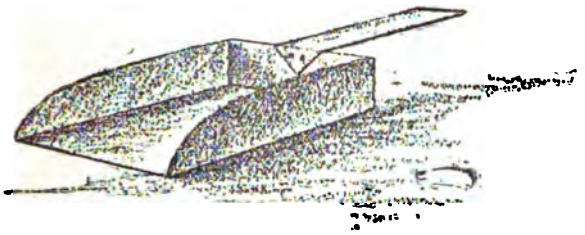
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7. Draw to represent a cross section of the finger ring indicated in the sketch cut on line A. B.



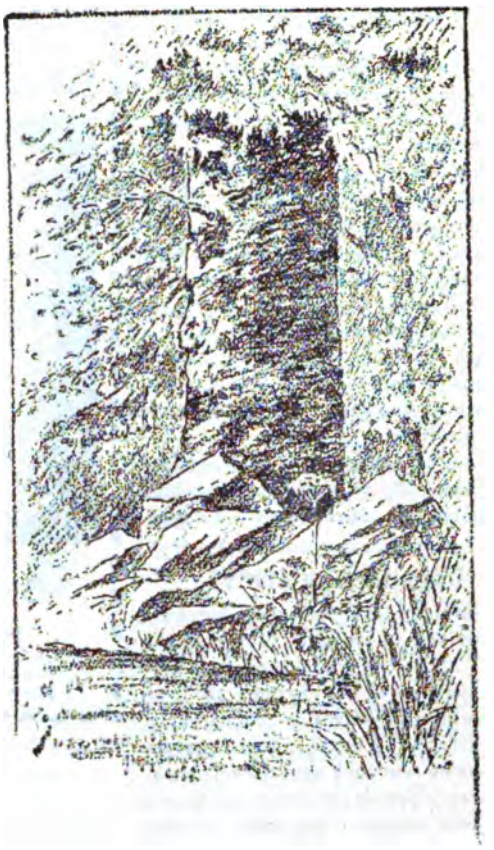
8. Draw a pattern of the object represented in the sketch. This pattern may be drawn in two parts.



9. Conventionalize the blossom represented in the sketch.



10. Copy the study.



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Already issued are: *Enoch Arden* and Other Poems, by Tennyson (single number), 12½ cents; *The Alhambra*, by Washington Irving (single number); *Christmas Stories*, by Dickens (single); *Kenilworth* and *Rob Roy*, by Sir Walter Scott; *The Spy*, *The Pilot*, and *The Deerslayer*, by Cooper; etc.

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Teacher's Test Questions.

1. Are the pupils all quietly busy at work?
2. Is the noise in my room the noise of a confusion or the hum of business?
3. Am I interrupted by questions during recitation?
4. Am I sure that the annoyance which that boy causes me is solely his fault? Am I not partly to blame?
5. Am I as polite to my pupils as I require them to be to me?
6. Do I scold?
7. Is the floor clean?
8. Am I orderly — in personal habits? In habits of work?
9. Am I doing better work to-day than I did yesterday?
10. Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance? — *Selected.*

Dogs for the Army.

In Germany for several years dogs have been trained to do certain things in the army. At first it would seem as though a dog could not be of very much use in an army, where all is fighting and marching, but in Germany it has been found that the dogs can be sent back with the reports by the advance patrols; that they can be sent back from outposts; that they can carry messages back and forth between the main army and the advance-guards, and that they are a very great help in hunting up missing men. In Germany the authorities are extremely careful about the kind of dog they begin to train. He must be teachable, he must be healthy, he must be robust and watchful; and the dogs in the highest favor are the shepherd-dogs, poodles, and bird-dogs. The poodles, the German war authorities say, are not valuable except in the early part of their lives; they say their senses become dull at an earlier age than with dogs of other breeds. The shepherd-dog lacks one quality which the German authorities think is necessary in a dog, and that is affection. The shepherd-dog seems to lack the power of personal attachment to man. The most valuable of the three breeds is the bird-dog, for he possesses all the qualities of the other two, and seems to have a sense of duty. It is said that when a bird-dog has over him a master whom he understands, he is always absolutely obedient, and it has been found that the same qualities which were valuable to a hunter in the bird-dog make him, when trained to army duty, the best kind of dog for the soldiers to use. After the dogs are selected, each battalion dog is put in charge of one responsible officer, who, added to all of his other qualifications, is recognized as a man having ability to train dogs to the service. Every attempt is made to have but one trainer for the dog, to avoid changing from one man to another. The education of the dog begins when he is about six months old. In order to train the dog to watchfulness, one untrained dog is placed in the room with a trained dog; the trainer has an assistant who knocks at the door, and the dog is taught that barking is wrong; he is only allowed to give a low growl.

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After this has been learned, the dog is taken out at night and the trainer approaches the dog, who is taught to give notification to his master, but not by barking. The assistant master is always, of course, to be a stranger to the dog. The next step is to teach the dog to go, at his master's command, back to the point from which he has been taken and return to his master. He is then taught to carry a pouch or bag. He is not only taught to carry this, but to protect it. The last step in the dog's training is to have him do his work at the command of a stranger. It takes a long time to bring this about. For the hunting of missing men the St. Bernard is the most valuable dog, and one of this breed of dogs soon learns to find the man he is sent for. Each dog has as his equipment a collar, a report pouch, two straps, and a chain. Now several companies in the German army are trying to train their own dogs, and the company that has the best dogs is very proud of the reputation it has attained.

Ruts.

"I have an idea that too much has been said about ruts. I don't see what great crime I have committed, if I do fall into certain ways in school work and stay there after I have fallen in. Everybody has his own peculiar way of doing things,—of teaching, if you please,—and the way that brings us to the end of the journey easiest and soonest is the way for me. However we look at it, the thing amounts to this: given so many pages of a study to be gotten over in a certain time with a fair knowledge of it is acquired by the pupil, and all that remains is to decide how much the teacher shall do to help the pupil along. Now, I've been in the schoolroom a good while, and I know how I can teach my studies best. That is my way. Why should I alter all these years, just for the sake of keeping out of a rut—my rut, if that makes the matter any stronger—my somebody else's or any or all my classes? A fine school I should have, and a fine lot of incompetents I should have at the end of the year; and as for myself, I should be homier than I am now. No; I'm free to say that I like ruts. I like to hear the wheels of the educational wagon chuck down into them early in the term. That means getting down to business. After that there is smooth wheeling; and when we come to those hard places where it's always hard about getting along, I get out, push a little, over she goes, and that's all there is to it, until we come to the next mud-hole.

"Take fractions, for instance. A good deep rut is the salvation of every class that studies them. Some teachers will fret and worry because some thick-headed Sammy Jones can't understand how or why we reduce the plagues to a common denominator. There is always one example under each case worked out in the book. The pupils can work that one easily enough, and that is all I want. It is the beginning of the fractional rut. Once in that, the pupil can't

Catarrh

Is just as surely a disease of the blood as is scrofula. So say the best authorities. How foolish it is, then, to expect a cure from snuffs, inhalants, etc. The sensible course is to purify your blood by taking the best blood purifier, Hood's Sarsaparilla. This medicine has permanently cured Catarrh in a multitude of cases. It goes to the root of the trouble, which is

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get out of it until he works out. Then he understands all about that kind of examples, or he couldn't do that kind; and we are all ready for case number two.

"Now that may be rut-work of the rankest kind, but it lands the pupil on the other side of the examination, safe and sound; and what more does anybody want? There is any number of teachers who will say that the child will, with that sort of training, forget case number one, before he has learned case number two; but not in my class, if he knows what's good for himself. Even if he does, what of it? The majority of them forget it, anyway, so that in the end the result is the same, which shows the rut method to be as good as any, and a great deal easier than any other — What! Ten minutes past four? I'm going home."

There was a long discussion on the rut-method by the teachers who remained, and the prevailing opinion when it was over was that one "ruttist" in a building is all that ought to be tolerated.—*Colorado School Journal.*

Notable Nicknames.

Byron was called Don Juan, from one of his characters.

Paganini was called the Devil Fiddler, from his marvelous skill.

Handel was called the Saxon Giant, from his nationality and size.

Socrates was the Bearded Master, because of his long ragged beard.

Scarron was the Invalid Laureate, in allusion to his crippled condition.

William Pitt, earl of Chatham, was called Aeolus Pitt, from the jest made about him by Lord Chesterfield.

Swift was the Rabelais of Good Society, because of the character of his writings, then considered refined.

Ronsard was the Poet of the Future, from the fact that he appealed to posterity in behalf of his verses.

Pericles was dubbed Onion Head by his personal enemies on account of the peculiar shape of his skull.

John Knox, to his friends, was the Apostle of Scottish Reformers; to his enemies he was the Religious Machiavel.

Thomas Jefferson was dubbed Long Tom, from his height, and the Sage of Monticello, from his place of residence.

Whistling to Some Purpose.

He is not a boy in a book; he lives in our house. He seldom says anything remarkable. He eats oatmeal in large quantities and tears his trousers and goes through the toes of his boots and loses his cap and slams the doors and chases the cat just like any other boy. But he is remarkable, for he asks few questions, and does much individual thinking.

If he does not understand, he whistles —an excellent habit on most occasions, but at the table or in church it is liable to be misinterpreted.



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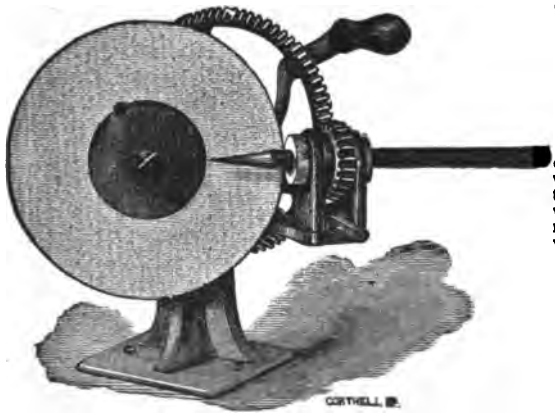


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There was much whistling in our yard one summer. It seemed to be an all summer's performance. Near the end of the season, however, our boy announced the height of our tall maple to be thirty-eight feet.

"Why, how do you know?" was the general question.

"Measured," sententiously.

"How?"

"Footrule and yardstick."

"You didn't climb that tall tree?" his mother asked, anxiously.

"No'm; I just found the length of the shadow, and measured that."

"But the length of the shadow changes."

"Yes'm; but twice a day the shadows are just as long as things themselves. I've been trying it all summer. I drove a stick into the ground, and when the shadow was just as long as the stick I knew that the shadow of the tree would be just as long as the tree, and that's thirty-three feet."

"So that is what you have been whistling about all summer."

"Did I whistle?" asked Tom. —*Bright Jewels.*

She Considered the Lily.

At a teachers' convention, in Detroit, lately, a lady speaking about the influence of beautiful objects upon the character and conduct of young pupils, told a pretty story received by her from an eye-witness, and thus reported by the *News-Tribune*. The occurrence took place in New York.

"Into a school made up chiefly of children from the slums, the teacher one day carried a beautiful calla lily. Of course the children gathered about the pure, waxy blossom in great delight.

"One of them was a little girl, a waif of the streets, who had no care bestowed upon her, as was evinced by the dirty, ragged condition she was always in. Not only was her clothing dreadfully soiled, but her face and hands seemed totally unacquainted with soap and water.

"As the little one drew near the lovely flower, she suddenly turned and ran away down the stairs and out of the building.



At first ill-health creeps up slowly, but at last it comes at a gallop, and the rider is death. Of all known forms of ill-health and disease, consumption is the most insidious. Its approach is slow and stealthy. But at the last death comes with a rush. Consumption has been frequently pronounced incurable. It is not. It may be stopped—warded off—at almost any stage. But if the sufferer neglects to take the proper remedy in the proper way, death is swift and certain.

Consumption like almost all manner of disease has its inception in a trio of all-embracing disorders. They are "imperfect digestion," "irregular bowels," and "impure blood." They are triplets. One is dependent for existence upon the other. Cure one, cure all. Dr. Pierce's Golden Medical Discovery is the best of all known remedies for this disorder. It corrects disordered digestion, invigorates the liver, regulates the bowels, makes the blood pure, and the nerves strong. It is the great blood-maker and flesh-builder. It makes the muscles firm and springy. It soothes and invigorates the nerves. It tones up body and brain. It cures ninety-eight per cent. of all cases of consumption.

Mrs. Rebecca F. Gardner, of Grafton, York Co., Va., writes: "When I was married I weighed one hundred and twenty-five pounds. I was taken sick and reduced in health and broke out with a disease which my doctor said was eczema. He treated my disease but failed to do me any good, and I fell away to 90 pounds. I began using Dr. Pierce's Golden Medical Discovery, and thank God and you, I began to improve. When I began taking the 'Discovery' my weight was 90 pounds and now I weigh 140 pounds and have only taken two bottles. I cannot say too much about the medicine. My husband is one of the happiest men in the world. He says I look younger than I did the first time he ever saw me, and that was fifteen years ago. Well, doctor, I am a well woman, and do all of my housework, tend to my fowls and cow and do some work in the garden. It is a miracle that I am cured."

Health and happiness formed a partnership in the garden of Eden. It has never been dissolved. You cannot have one without the other. Constipation is the usual cause of ill-health. Dr. Pierce's Pleasant Pellets are tiny, sugar-coated granules. They cure constipation. One is a gentle laxative, and two a mild cathartic. They never gripe. Druggists sell them.

In a few minutes she returned with her hands washed perfectly clean, and pushed her way up to the flower, where she stood and admired it with intense satisfaction.

"It would seem," continued Miss Coffin, "that when the child saw the lily in its white purity, she suddenly realized that she was not fit to come into its atmosphere, and the little thing fled away to make herself suitable for such companionship. Did not this have an elevating, refining effect on the child? Let us gather all the beauty we can into the schoolroom." — *Youth's Companion.*

The Tools of Animals.

Did you know that many animals have tools and machinery for making things? We have already learned that all the silk that is used in the world is made by worms. The silk-worm has a set of machinery for spinning silk. It winds up the fine silk threads as it spins them. Men weave these threads into many beautiful kinds of goods.

The wasp knows how to make paper. He picks off the finest bits of wood with his mouth, and then gathers them into a little bunch. He makes this into a soft pulp, and from the pulp he makes the paper with which he builds his nest. It is very much like the common brown paper which we use. Indeed, the wasp was the earliest paper maker in the world; and the first wasp made just as good paper as any wasp can make now. Hornets, which are a kind of wasp, make for themselves large, fine houses of paper, in which are doors and windows and many cozy rooms.

The elephant can draw up water with his trunk; and so we might say that he carries a pump with him. It is with a pump something like the elephant's trunk that many insects gather honey from the flowers. The mosquito has such a trunk, also. By the side of his trunk he carries a pair of lancets with which he cuts a hole into the skin of his victim. When these have done their work, he pumps the blood up into his mouth.

The cat uses her rough tongue both as a brush and a comb. When she makes her morning toilet, she gets off the dirt and smooths her coat with it, just as the stable boy cleans and smooth the horse's coat with a curry-comb. When she wishes to smooth the hair of her head, she must use her fore-paws for a comb, because she cannot reach her head with her tongue.

Some birds can sew with their beaks and feet. One of these does its work so well that it is called the tailor bird. It sews leaves together with thread which it

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makes for itself. It gets cotton from the cotton plant, and with its long, slender bill and little feet spins it into thread. It then makes the holes through the leaves with its bill, and, passing the thread through, sews them together for its nest.

There is a kind of a fish which uses its mouth as a gun for shooting flies and other insects. It can shoot them not only when they are still, but when they are on the wing. It watches them as they are flying over the water and hits one of them, whenever it can do so, with a fine stream of water from its little gun. The insect, stunned by the blow, falls into the water, where it is quickly caught and eaten by the fish.

There are many other animals which have tools for doing certain kinds of work. Some use their tools in building nests or houses; others in gathering their food; and still others in defending themselves against their enemies. Man has hands, with which he makes tools for himself. But nature has given to each animal the tools which it needs most. — *Harper's Third Reader.*

Mottoes of the States.

The following is a list of those states which have mottoes upon their great seals: —

Alabama — Here We Rest.
Arizona — Ditat Deus.
Arkansas — Regnant Populi.
California — Eureka.
Colorado — Nil Sine Numine.
Connecticut — Qui Transtulit Sustinet.
Delaware — Liberty and Independence.
Florida — In God We Trust.
Georgia — Constitution: Wisdom, Justice, Moderation.
Idaho — Salve.
Illinois — State Sovereignty,—National Union.
Iowa — Our Liberties We Prize and Our Rights We Will Maintain.
Kansas — Ad Astra per Aspera.
Kentucky—United, We Stand; Divided, We Fall.
Louisiana — Union, Justice, and Confidence.
Maine — Dirigo.
Maryland — Scuto Bonæ Voluntatis Tuæ Coronasti Nos.
Massachusetts — Ense Petit Placidam Sub Libertates Quietem.
Michigan — E Pluribus Unum, — Tuebor, — Si Quæris Peninsulam Amœnam Circumspice.
Minnesota — L'Etoile du Nord.
Missouri—United, We Stand; Divided, We Fall. Salus Populi Suprema Lex Esto.
Montana — Oro y plata.
Nebraska — Equality Before the Law.
New York — Excelsior.
North Dakota — Liberty and Union, Now and Forever, One and Inseparable.
Oregon — The Union.
Rhode Island — Hope.
South Carolina — Animis Opibusque Parati — Dum Spiro — Spes.
South Dakota — Under God the People Rule.
Tennessee — Agriculture — Commerce.
Vermont — Freedom and Unity.
Virginia — Sic Semper Tyrannis.
West Virginia — Montani Semper Liberi.
Wisconsin — Forward.
Wyoming — Cedantarma Togæ.

America One Hundred Years Ago.

Imprisonment for debt was a common practice.

There was not a public library in the United States.

Almost all the furniture was imported from England.

An old copper mine in Connecticut was used as a prison.

There was only one hat factory, and that made cocked hats.

Every gentleman wore a queue and powdered his hair.

Crockery plates were objected to because they dulled the knives.

Virginia contained a fifth of the whole population of the country.

A gentleman bowing to a lady always scraped his foot on the ground.

Two stage coaches bore all the travel between New York and Boston.

A day laborer considered himself well paid with two shillings a day.

The whipping post and pillory were still standing in Boston and New York.

Beef, pork, salt fish, potatoes, and hominy were the staple diet all the year round.

Buttons were scarce and expensive, and the trousers were fastened with pegs or laces.

A new arrival in a jail was set upon by his fellow prisoners and robbed of everything he had.

The church collection was taken in a bag at the end of a pole, with a bell attached to arouse sleepy contributors. — *St. Louis Globe-Democrat.*

The Resources of the States.

Oregon's salmon fisheries produce about 600,000 cases a year, and its wool clip exceeds 16,000,000 pounds. There are 25,000 square miles of forests and the annual gold yield exceeds $1,000,000.

Delaware has 9,000 farms valued at $37,000,000. It exports every year 7,000,000 quarts of strawberries, and 55,000,000 baskets of peaches.

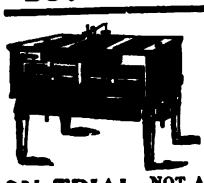
Missouri grows 219,000,000 bushels of corn, 36,600,000 of oats, 20,000,000 of wheat, and 13,000,000 pounds of tobacco. The lead product has exceeded 100,000,000 pounds in a year.

Massachusetts has over 100,000 persons engaged in the fisheries. The making of boots and shoes gives employment to 62,000; cotton goods, 58,000; building, 50,000; clothing, 33,000.

Michigan produces one-fifth of the iron of this country, mining 9,000,000 tons a year. The copper mines are the richest in the world, having produced over $200,000,000 worth of metal.

Rhode Island has 2,200 factories, em-

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ploying 38,000 men, 22,000 women, and 4,400 children. The combined capital of the mills is $76,000,000, and the annual output $104,000,000.

The state of Washington has salmon fisheries worth $1,500,000 a year, and catches 10,000 fur seals. It exports $8,000,000 worth of lumber and coal, and raises 15,000,000 bushels of wheat.

Kentucky is the foremost state in the production of hemp, and has been known to produce 35,000 tons in a year. It produces nearly two-thirds of the American tobacco crop, growing in 1889 280,000,000 pounds.

South Carolina farm products exceed $50,000,000 in value annually, $14,000,000 being cotton. About 70,000,000 pounds of rice are raised. Gold is mined in paying quantities at sixty places in the state.

Indiana produces 130,000,000 bushels of corn, 40,000,000 of wheat, 46,000,000 of oats, and over 1,000,000 tons of timothy. It has 10,000,000 fruit trees, bearing 36,000,000 bushels of apples and 4,000,000 bushels of peaches.

Arkansas has 100,000 farms, which produce 600,000 bales of cotton, 900,000 bushels of sweet potatoes, 1,000,000 pounds of tobacco, 42,000,000 bushels of corn, and 2,000,000 bushels of wheat. From the Arkansas forests are cut over $20,000,000 worth of lumber every year.

Ohio raises 100,000,000 bushels of corn, 37,000,000 of wheat, 37,000,000 of oats, 12,000,000 of potatoes, 35,000,000 pounds of tobacco, and 3,000,000 tons of hay. The vineyards produce 2,500,000 gallons of wine and 30,000,000 pounds of grapes.

Illinois produces $270,000,000 worth of farm products every year. The grain product reaches $145,000,000; live stock, $50,000,000; dairy products, $27,000,000; hay and potatoes, $26,000,000. The farm property is valued at more than $1,000,000,000. — *Exchange.*

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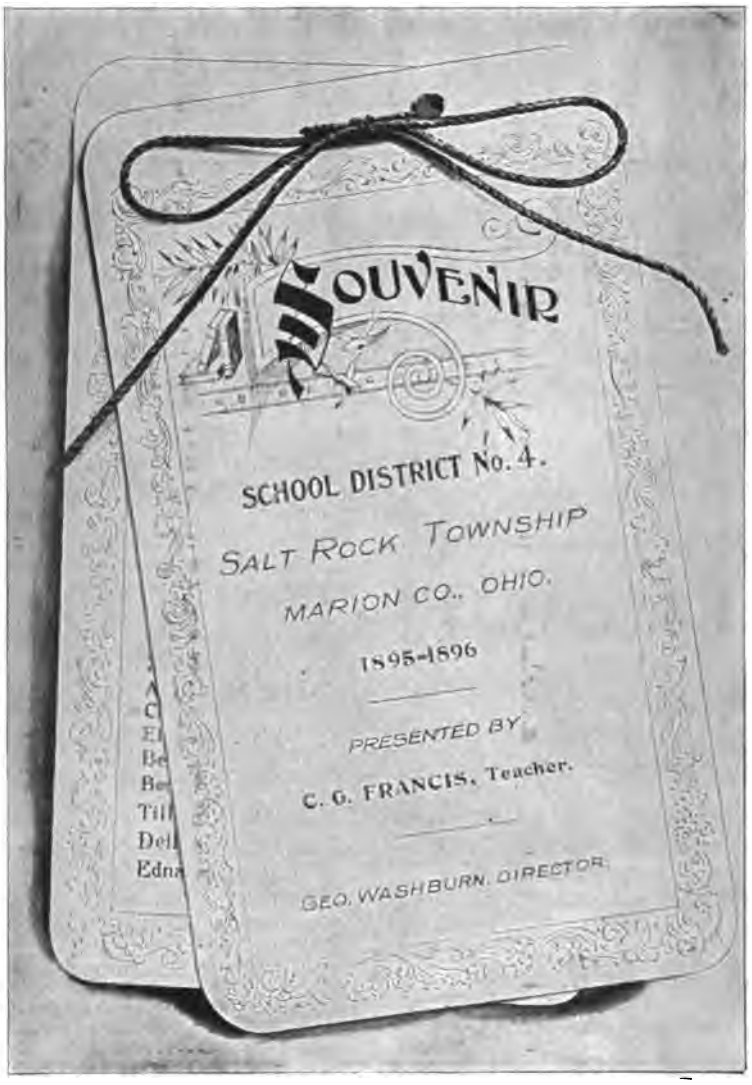
Have received the **Souvenirs** and can hardly express my delight with them. They are splendid. You must soon become bankrupt if you keep on giving so much for the money. —Theo. A. Erickson, Alexandria, Minn.

• •

The **Souvenirs** at hand to-day—just in time. Am more than pleased with them—scholars and patrons of school just delighted. They are unique and novel indeed.—W.F. Sture, Belle River, Minn.

• •

Note:—The teacher who selects these Souvenirs for Christmas Gifts pleases the small pupils as well as the large, and can not be accused of showing partiality.



Received the **Souvenirs** and am pleased with them. They are elegant.—E. E. Strown, Greenville, Iowa.

• •

To say I am well pleased does not half express my appreciation of the beautiful package of **Souvenirs**.—B. W. Hilkey, Simpson, W. Va.

• •

Souvenirs came to hand last week. They are very pretty and may you ever prosper in your educational work.—A. H. Taylor, Smith Valley, N. Y.

• •

Note:—Please observe that the cost averages only about five cents for each pupil. What other appropriate gift can be secured for so little?

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WHEN TO GIVE THEM: They are to be purchased by the teacher for presentation to the pupils, and they are the most appropriate gift for **Christmas, close of school** or any occasion when you wish to remember your pupils in a substantial yet inexpensive manner.

HISTORICAL VALUE: In addition to being the neatest and altogether the finest gift for your pupils, the historical value of the souvenir is a strong feature, as each pupil having one of these souvenirs has a complete record of the names of his fellow students for that particular term, with the name of the teacher, school officers, etc., and this in a form so neat and attractive that it will be a pleasure to keep it.

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NUMBER TO ORDER: One for each pupil, one for yourself, and one for each official whose name appears on the souvenir. State definitely the number you wish, and send, plainly written, the matter you desire on the face of first card, together with the name of each pupil. Be sure that names are correctly spelled and plainly written. The cost of printing depends upon the number of pupils, and as the price-list is made up on this basis the number of souvenirs ordered must be as great as the number of pupils—of course more can be ordered if desired.

WHEN TO ORDER: Orders can now be filled the same day they are received.

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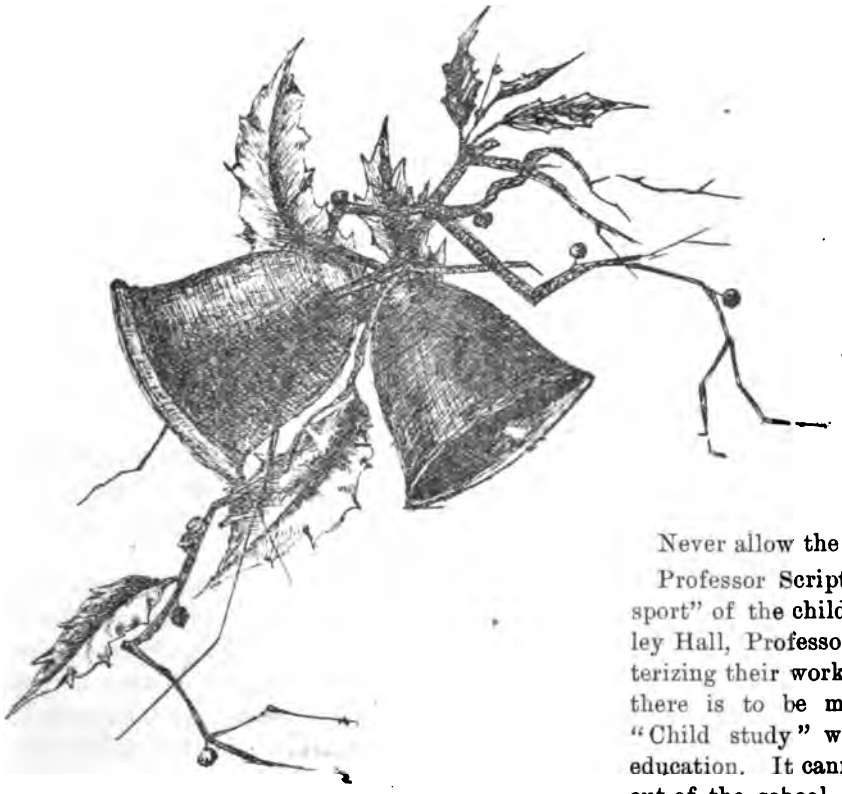




LITTLE RED RIDING HOOD.

AMERICAN · PRIMARY · TEACHER

Vol. XX.—No. 4. DECEMBER, 1896. A. E. WINSHIP, W. E. SHELDON, } Editors.



MR. WINSHIP'S CONVERSATIONS.

THE election is over. It was the most exciting that has been known since the war; probably none of us will ever see another equal to it in intensity. It is devoutly to be hoped that all promised prosperity will materialize, and present indications point thereto.

In Rochester, N. Y., prizes were offered for the student and school that would collect the greatest number of cocoons of the "tent caterpillars." One school collected 4,291,489 of these cocoons. This is in line with the Minnesota movement by which millions of thistles were destroyed by enlisting the school children in collecting them for prizes. The schools are destroying the cocoons and thistles of vicious tendencies, and should be stimulated thereto with as much enthusiasm as they are in the case of the tent caterpillars and Canada thistle. Here is a good opportunity for teachers to enforce a lesson with the boys and girls.

Five years ago, Grace C. Strachan was a grade teacher in Buffalo, a recent graduate from the normal school. She had no better training than thousands of other normal graduates; she had no rare genius, but was a woman of noble purpose and professional devotion. She read the best things in her profession, studied enthusiastically, took much pains to know the best educators through their writings and speaking at conventions. She attended associations, traveled in this country and in Europe, and used her time, money, and energy in being a professional teacher. In a short time she was promoted to the principalship of one of the Buffalo schools. Three years ago she went to Brooklyn, because there were better opportunities for study. She began there as a grade teacher. In one year she was appointed at $1,250 as a teacher in the Brooklyn city training school, and this year is principal of school No. 42, at a salary of $2,500. It is a good time for teachers to make the most of themselves.

Never allow the singing to be neglected.

Professor Scripture of Yale is making "hilarious sport" of the child study movement of Dr. G. Stanley Hall, Professor Earl Barnes, and others, characterizing their work as unscientific. It is evident that there is to be much interest in this movement. "Child study" will remain a permanent factor in education. It cannot be laughed down or ridiculed out of the school, but only the sensible phases of it will remain. Every cranky notion and faddish feature is doomed. The advocates of child study will gain most from the severities of these strictures.

Mr. Will S. Monroe of California has been the most in demand of any educational talker in the East since his return from Europe a year ago.

The latest report of Dr. W. T. Harris, United States commissioner of education, is by far the best educational document ever issued by any government in the world. He is a master, he has surrounded himself by experts, he gives his best thought and life to education. The report justifies his devotion.

New York city school affairs are starting off well under the new regime. Superintendent Jasper's re-election was eminently wise, and he has been surrounded by earnest and capable assistants. It is a matter for profound rejoicing that New York city has had educational leaders who have gone through the years of great scandal without having the schools seriously affected by the influences that disgraced other departments.

The National Educational Association, the largest in the world, will meet at Milwaukee.

The American Institute of Instruction, the oldest in the world, will meet at Montreal.

Hold fast to that which is good, while seeking for the new.

Dr. Edward Everett Hale has the rare gift of saying the right thing at the right time. He says of Whittier: "With God's help, he thought for him-

self; he said exactly what he thought, — no more and no less, — and he did exactly what he said."

LITERATURE IN SCHOOLS. — (II.)

[Editorial.]

FOLLOWING close upon the first experiences in which the children talk with each other about things with which they are entirely familiar and in which they are interested, talk with the teacher by telling her the things that interest them, and recite to the school informally, or repeat alone before the school, rhythmic lines, easily remembered, and as easily spoken, should be conversations about things which develop new ideas, open new fields for their thought and observation.

This introduces nature study and industrial life. There are few periods in school life in which so much depends upon the method and spirit of the work. It is easy to dissipate the energies of teacher and children in such a way as to give the conceit of great progress, when in reality the children suffer mental deterioration. The two vicious extremes are,—too complete study of a few things, and the absence of any study of anything. The happy mean is to interest the child in some characteristic of a great variety of things in nature and human nature. Not everything of anything, but something of many things, is the ideal.

The ends aimed at are the recognition of things of every-day life, discrimination in the use of names of things, and their parts, characteristics, activities, habits, acquaintance with some animals, flowers, fruits, seeds, grains, minerals, soils, occupations, etc.; something of all this crystallized in rhythmic couplets or stanzas.

The purpose of these special chapters is not to emphasize the nature study, but the use thereof for language lessons and reading. The first weeks of a child in school are to be given to eliminating self-consciousness by securing great freedom in thinking and speaking. With most children this is easily attained, after which the tendency is to undue familiarity, and to too great freedom in speaking, then the mission of the school is to supplant this familiarity and freedom with so much restraint as is necessary to have the child see and say what the teacher thinks best for him.

The ends ultimately aimed at in language work are ability to read and converse for information, for professional or occupational profit, and for culture. These necessitate colloquial, technical, and literary vocabularies. The child comes to school with his colloquial vocabulary well started; the technical will be added by degrees all through life,—many a boy in the city has a better electrical vocabulary than his teacher, he picks it up incidentally—the problem is how to secure for the ordinary boy a literary vocabulary that will cause him to enjoy good literature after he is through with school life.

While this is the ultimate aim, the immediate necessity is to direct the eye and thought of the little child, when he has been in school but a few weeks, to a very few things in which he will be interested, such as will require a little discrimination and the use of some new words, slightly technical.

Do not, I beseech you, talk of the parts of a plant,—root, stem, leaves,—nor describe a horse, cow, or cat; but there are some things that may be said about roots, stems, leaves, horses, cows, and cats. It is a pedagogical crime to deaden a child's mind and rob his talk of all possible expression by having him say: "I see a cat." "The cat can run." "The cat is on the mat."

The professor of elocution in the University of Pennsylvania tells of an experience with a class in college. They were reading about the "bay horse." Four times the "bay horse" was referred to. Suddenly the professor stopped and said:—

"How many of you see that horse?"

All hands went up.

"What is the color of that horse as you see him?"

"White," "black," "gray," "roan," "sorrel."

Every color imaginable except "bay." That seems stupid, but it is true to life.

Little children must from the first talk of that which they actually see, and only of that. And it must not be because they see it, but because it is that which attracts them in that which they have seen. That a cat runs, has two eyes, two ears, a mouth, a tail, four legs, they see, but in this seeing they are not interested; if one of them has seen a cat with a mouse, if he has felt the sharpness of the claws, or has seen the soft-cushioned feet, or the long hairs about the mouth, and is told what these are for, he will talk intelligently and with interest. From the first, all talking should be of the unusual phases of every-day life that they can appreciate.

Animals, and not plants, fruit and nuts, rather than leaves and flowers, are of interest to the ordinary child. Very often the simplest fables about animals fairy tales about people, myths about flowers, should be read to them. In this age it is almost more than crime for children not to hear the choicest fables, fairy tales, and myths in their first school life. Hearing these told or read should precede all writing and all attempts to read on the part of the child. There is no greater wrong done the children of to-day than in the too early use of the pen (or pencil), and too early attempts to read. It were vastly better for them to retell fables, fairy tales, and myths after they have been well told or read to them. The fables are in many inexpensive forms, as are the fairy tales and myths, and the school journals are continually presenting them in beautiful child phrase. If you know of none, you can get the "Fables and Folk Stories"* of Houghton, Mifflin, & Co., Boston. Choose a few of the most familiar, without a knowledge of which one is as ignorant in the eyes of the public as though he did not know the name of the town in which he lives, and make these among the most enjoyable of the child's acquaintances and friendships.

*No. 47, Riverside Literature Series, 15 cents.

MADAM LePAIGE AND WHAT BECAME OF HER.

BY ELEANOR ROOT.

IN the first place, Madam Le Paige was a doll; not one of your simpering, frivolous, young chits, but a handsome, staid matron evidently capable of taking care of a whole establishment. And in the next place, she was queen of all the dolls in the great show window at the corner.

But the pink and white family who surrounded her, gazing at her in open-eyed and speechless admiration, were not her only subjects. There was not a child in the shifting mass that passed and repassed through all the glad, bright holidays who did not cast longing, wistful looks at her. And of all who thus laid their homage at her feet, there was none who admired her and loved her as did little Jane, the cobbler's daughter.

Every night when the dishes were washed, and her father sat contentedly smoking, she would steal up from the dingy basement to the beautiful, radiant corner for a look at the wonderful doll. And every night when she crept into bed, she would hold imaginary conversations with the queen. Sometimes she would be invited to go with her far across the sea to Paris, which was her early home; and sometimes the queen would simply say: "And so I am coming to live with you always, dear. And I'll sit right there by the table while you're washing dishes, and I'll always be waiting for you, you know, when you have to run errands, and then you won't mind the long walks and the cold." And then Jane would drop to sleep very happy, and sometimes dream that the queen was her very own, and that they were making pilgrimages together.

But one day, one terrible day, the queen was gone. Jane clasped her hands tightly under her faded shawl and walked quickly away. She could scarcely breathe. A great, dreadful weight seemed settling down upon her breast. O, how could she go on through all the coming days, and never see her friend any more, nor even know where she had gone, never, never!

"Pussy," said Margie Raymond's uncle to her the day before Chrismas, "You've got your splendid, new doll now—what do you call her,—Madam Le Paige? suppose you put one of your old dolls into a basket, and anything else you want that you think will please a little girl just about your size, and we'll go down to my shoemaker's. I want to order a pair of shoes, and I want you to see his little girl and take her something. Poor child, I feel sorry for her! Her mother's dead, and I don't believe she ever had a plaything in her life. And she has all the work to do that's done."

Margie was all eagerness. "Poor, little girl," she said, "I'll just love to give her some of my things! But, uncle, suppose—she stopped. What she was goning to say was: "Suppose I wait until to-morrow; presents are so much more Christmassy on Christmas day," but she did not say it, for she was a very thoughtful little girl, and did not want her uncle to think that she wished he had waited until Christmas to give her her beautiful doll. She loved it just as much, of course, as if she had received it on Christmas. Besides, she knew that uncles do not feel the same about such things as little girls, so she only said: "Suppose I visit her first and then put up the basket afterward, I can tell so much better what I think will please her."

"Poor thing, poor little thing!" thought Margie as the cobbler opened the door and called to the child washing dishes to bring a chair for the young miss. "What if I had to live down here and wash dishes and everything!"

"O, no!" she exclaimed, as Jane shyly advanced with a chair. "Give me a towel and let me help you." So it came about that in a very few minutes the children became well acquainted, as they worked happily together.

"Do tell me if you like dolls," said Margie at last.

"O," said Jane rapturously, "one doll, one doll!" The tears stood in her eyes.

"It's gone now," she murmured softly. "It wasn't like any other doll, any other doll in the whole world. I used to go to see it every day, and dream about it nights. Its hair was black, jet black, in waves. And it was done up on the top of its head. And it came from Paris, and its dress was the loveliest pink silk, and it had a sparkling crown, and a beautiful long sash embroidered in forget-me-nots!"

"Why, that's the very doll uncle John bought for me!" Margie was just about to say, when a thought came into her head, and she did not. Instead, she listened very attentively while Jane went on and on, pouring out all the thoughts that had lain in her poor, little heart ever since the day when the wonderful doll had been taken away; how she wondered if some one had her who loved her as she did and who would talk to her and take her out walking and undress her and put her to bed every night, and keep the beautiful pink silk dress unsoiled through it all; and if it didn't make any difference to dolls, even if they couldn't feel, who took care of them!

"Uncle," said Margie suddenly on the way home, "you won't care will you, but I want to give Jane Madam Le Paige!" Her uncle looked at her in astonishment.

"Why, Margie," he began, when she interrupted him.

"No, uncle," she said, "don't say a word till I tell you."

And then she told him all about Jane's love for the doll. "The very doll, uncle," she exclaimed, "that you bought for me! And it doesn't seem just right for me to keep it, does it, when I have everything and she hasn't anything? And so—and so," she choked a little, "if you're willing, I'm going to give it to her!" Margie's uncle stooped and kissed the little girl.

"It shall be just as you say, dear," he replied.

When Jane opened her eyes Christmas morning, they fell upon Madam Le Paige, dressed in the beautiful pink silk with the long train, and the sparkling

crown, and the sash embroidered in forget-me-nots.

How her eyes shone! Like stars they were, as she sat up motionless, scarcely breathing. Only after many minutes did she put out her hand and softly touch the shining raiment of her long lost friend. Yes, it was real; it was not a dream. The queen was there in her room, really there. And this beautiful thing had happened to her! She leaned over humbly and kissed Madam Le Paige, and a single great tear fell on the forget-me-not sash.

SNOW-BOUND.

BY ELLA MARIE POWERS.

Illustrated by Alice G. Patten.

EXTRACTS from "Snow-bound" will be found most profitable study during many of the winter days. Select the various winter scenes or the carefully pictured characters and consider each carefully.

1. The threatening storm.
2. The evening's work.
3. The first morning after the storm.
4. The morning's work.
5. The wind and storm of the day.
6. About the fireside.

(*a*) The mother. (*b*) Uncle. (*c*) Aunt. (*d*) Sisters. (*e*) Schoolmaster. (*f*) The guest. — *Harriet Livermore.*

7. Reminiscences and stories.
8. After the storm.
9. Reflections.

As the lines are studied, the pupils will eagerly watch for lines which will suggest a blackboard illustration. These sketches may be drawn as fancy dictates and the imagination suggests. Such lines as the following may suggest a sketch: —



FIG 1.

"With mittened hands and caps drawn low,
To guard our necks and ears from snow,
We cut the solid whiteness through."

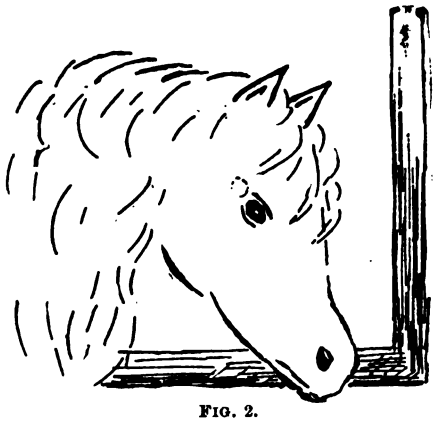


FIG. 2.

"The old horse thrust his long head out."

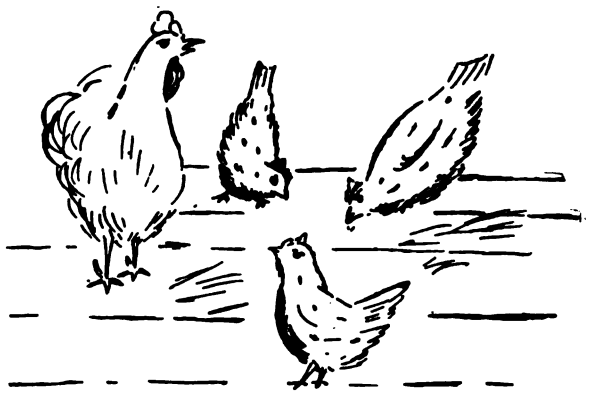


FIG. 3.

"The cock his lusty greeting said,
And forth his speckled harem led."

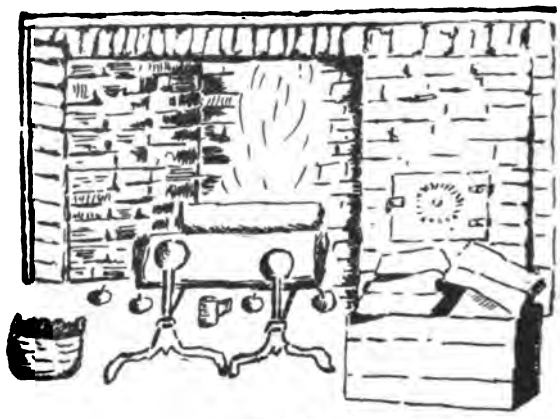


FIG. 4.

"Between the andirons' straddling feet,
The mug of cider simmered slow,
The apples sputtered in a row,
And, close at hand, the basket stood
With nuts from brown October's wood."

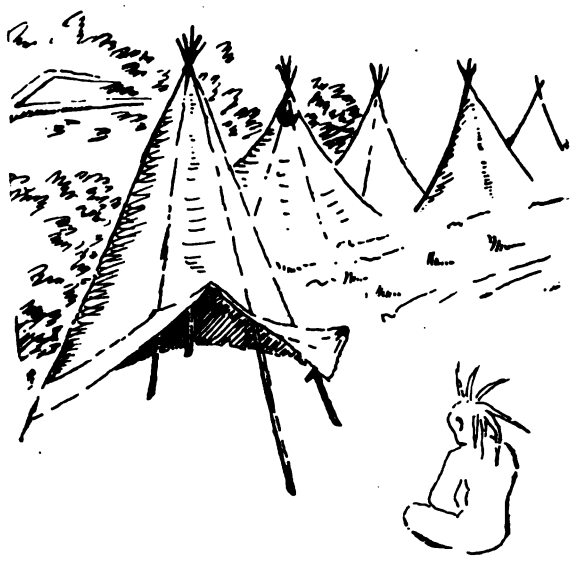


FIG. 5.

"The trapper's hut and Indian camp."

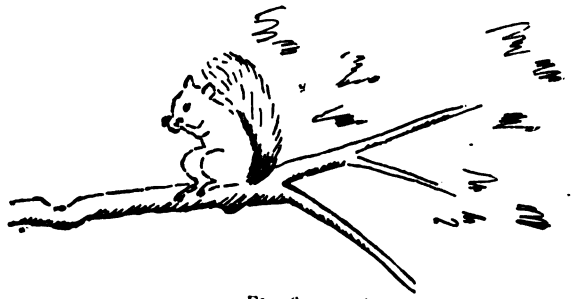


FIG. 6.

"And from the shagbark overhead
The grizzled squirrel dropped his shell."

These illustrations, though crudely executed, should be encouraged, both for blackboard work and for illustrated composition work.

QUESTIONS ON THE POEM.

Why is "Snow-bound" called a winter idyl?

Name and locate the places mentioned in the poem.

Compare the elder and the younger sisters. Compare the mother and the aunt.

Which would you choose as your friend among the fireside companions?

Who would make the jolliest companion among the fireside friends?

What lines refer to boyhood days? What lines to girlhood days?

What youthful sports are mentioned?

What lines refer to nature, disappointment, sorrow, war, Indians, labor, freedom, patriotism, water, rural sports, adventure?

Are these lines a creation of the imagination or are they founded upon facts in New England life?

What scene is most impressive?

Have you seen any of the places mentioned in the poem?

Make a list of choice quotations from "Snow-bound."

What other winter poems do you know?

Commit the eleven lines beginning

"It is not wise to separate
The tangled ends of will and fate."

GEOGRAPHIC INTERESTS AND CHILD STUDY.

BY ANNA BUCKBEE,
Brackett State Normal School, California, Penn.

[Mr. Will S. Monroe has secured for this issue, in place of his own article on "Child Study," this valuable article to which he referred in his "Child Study" article last month.]

THE following questions were submitted to six hundred children between the ages of seven and sixteen, in fifteen counties in Pennsylvania: —

To what country or place would you go if you might go anywhere in the world you want to? Why?

Two hundred and thirteen answers were given by boys and three hundred and eighty-seven by girls. The aim was to see whether their answers would not throw some light on the teaching of geography.

The range of choice was wide, forty-nine places being named. These included four continents, eighteen countries, twelve states, ten cities, three islands, "The West," "The South," the seashore, places of natural interest, homes of great men, and a few that might be called neighboring localities.

California leads the list of states, being chosen by seventy-four. Florida comes next, with thirty-one votes. The Holy Land also receives thirty-one votes. Forty-two want to go to a great city, London being the first choice, and Pittsburgh the second. After the Holy Land, England is the favorite, twenty-five wishing to visit that country. Then comes Switzerland with seventeen votes, China seventeen, Italy fifteen, and India ten. Nineteen want to travel on the continent of Europe without saying where. Niagara Falls is given by twenty-eight, the Yellowstone park by twelve, and thirteen want to go West. Russia is named by nine and none of the remaining places by more than eight, so they may be dismissed from further consideration.

The motives are interesting and varied. The following were given ten times or more. One hundred and one wish to go to California, Florida, or some tropical country, for fruit, or the pleasures of a warm climate, thirty-two speak of climate only, thirty-six of fruit alone, and the others of both, but all wish for physical enjoyment.

The desire to see places and objects of historic interest comes next, eighty-four expressing a wish to see ruins, castles, battlefields, and homes and tombs of great men. Westminster, St. Paul's, St. Peter's, the Coliseum, the pyramids, Mt. Vernon, the tower at Pisa, and the streets of Venice are oftenest named.

Thirty-two wish to see the home of their ancestors, and forty-two want to visit some place where their relations live, thus making seventy-four whose choice is determined by family interest. Sixty-one had a strong desire to see what may be called natural wonders and chose Niagara, Yosemite, Mammoth cave, Yellowstone park, etc. The next favorite motive may be called religious interest, and this led fifty-eight to choose either Palestine, "to see the place of our Saviour's earthly career," or "China and India for missionary work." Forty-nine long to see beautiful scenery, and forty-two vote for a great city, "to see the people," "the street cars," or "the big buildings."

Before attempting to comment on these results, it is admitted that the papers examined afford a very imperfect test of what a child's strongest geographical interests are. He may be influenced by what he last read, or by the subject he is studying in geography at the time the questions are put; or he may give such answers as he thinks his parents and teachers will approve; but in the majority of cases we think that the answers are the candid expression of what the children believed at the time to be true. They were not allowed to discuss the questions nor to know what answer any other pupil gave. It is granted also that in order to reach definite conclusions of value, the age of the pupils must be carefully considered, and many more than six hundred instances must be studied. But incomplete as this investigation is, it is suggestive.

In the first place a close inspection of the tabulated results does not show that sex was an important factor in determining either the place or the motive. There are, however, some interesting exceptions. Only one boy gives the missionary motive, but on the other hand the boys do not choose the wild regions of the world, as was expected. One mentions the Rocky mountains, but three girls want to go to Africa to see a new country, and two to Australia for the same reason, while no boy mentions these places. Six girls wish to go abroad to see great pictures, but none of the boys give art as a motive for travel.

Again, one cannot but be impressed with the pre-

ponderance of the selfish, the human, and the religious, or we might say, the personal, interests over what is strictly geographic. A careful study of the table shows that more than five-sixths of the answers given relate to a human interest either of self, family history, or religion, but always human in some form. Does not this emphasize that the earth should be taught as the home of man?

As to the origin of the motives,— thirty-four say that they were led to make their choice by reading books of travel, thirty-three by descriptions given by travelers, and five give the credit to the teacher. While it would be unfair to infer that these thirty-four represent the teacher's influence in giving direction to the choice, yet the fact that so few thought to mention her is not without significance.

It is hoped that this study, brief and imperfect as it is, may lead others to careful and patient investigation in this important field, where we will find much that is interesting and valuable to reward our search.

A LESSON FOR LITTLE PEOPLE.

BY M. E. DAVIS.

THE child is supposed to have reached in number the naming of six, and in reading the knowledge of three written words—Jack, hill, and water.

The language talks for previous mornings have been on snow, its use, and the fun it brings to girls and boys. To-day, take up formation.

LANGUAGE.

What do you see in the sky to-day?

I see clouds.

How do they look?

Would they make good homes?

Do you suppose anything lives there?

Who could draw a picture of a water-drop on the board?

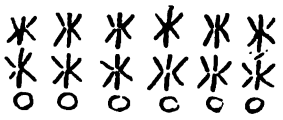
Perhaps one night North Wind went to Jack Frost and says very loud, for North Wind isn't apt to talk in a soft voice, "Some flower-babies in the ground are cold to-night. We must give them a snow-blanket." So North Wind goes to the clouds. What do you suppose he wants of the water-drops? What does North Wind do and say? Are the little drops ready to help? What do they do?

Jack Frost was waiting for them and touched each one, saying, "The flower-babies aren't thirsty, so you musn't wear your raindrop dresses." When a little water-drop felt Jack Frost touch him, he wasn't round any more, but grew just like this. (Show a round elastic, then draw it out like this ||.) Instead of being rain-color, he was white. "Why, I'm just like an ice-needle!" said he. "But I'm lonesome." "I'm all alone, too," said another. "Let's go together." Others joined, until it took six little ice-needles to make one snowflake. (Draw on the board *.) Were there many snowflakes? What did they all make? Were the flowers glad to have them come? Why? Did one little water-drop make one snowflake? How many helpers did the flowers have? Who can tell me the whole story?

PREPARATION FOR READING LESSON.

Give each child several steel rings, and a box of sticks, same length.

Each child to make at his desk —



Six rings for drops in the cloud. Use six sticks in making each snowflake. Make six snowflakes in each row. Make other rows, if the child has time.

READING LESSON.

Bring in expression.

When you went home the other day, did you tell mamma how the chalk talked? Would you like to have it talk again? What did it say to you? Yes, it said Jack, and hill, and water. Suppose I write, "Jack says, water runs down hill." Sentence read and words found. Whom did we talk about this morning? By skillful questioning, draw the following sentences from the children, that you may be writing their own stories.

OLD.	NEW.
Jack	come
water	snow
hill	ice
	is

Jack Frost is come.
North Wind is come.
The flowers need snow.
Snow makes a warm blanket.
Come, snow. Children read this without help.
Raindrops are made of water.
Jack Frost touches water.
Water turns to ice.
Ice needles make snow.
Snow is come.
Come, Jack, snow is come. Read by children.
Jack slides down hill.
Snow is on the hill.

BUSY WORK.

Drawing of water-drops and snowflakes.

Then free drawing of anything suggested by the lessons of the day.

SPHERE, CUBE, CYLINDER.

BY MAUD J. MORGANS.

A REVIEW LESSON.

Sphere.
Cube. } Action.
Cylinder.

Faces. { Kind. / Shape.

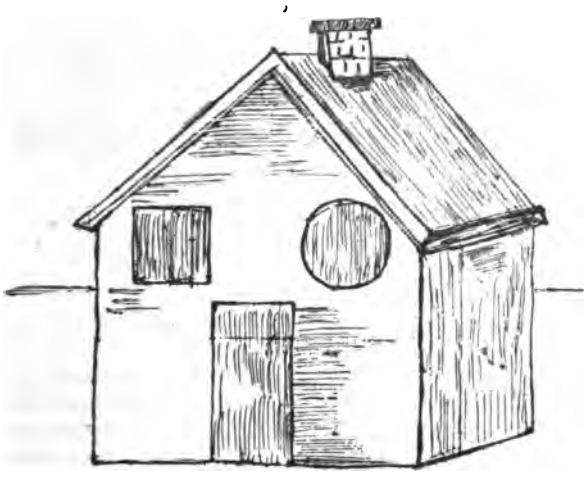
Material.—A little house made of stiff cardboard (see sketch). Leave back of house open. Place within house one sphere, one cube and one cylinder.

In cutting out the door and windows make the exact size of sphere, cube, and cylinder. If careful in the cutting, the teacher can move the solids easily from the back into the house and through the windows and doors, as desired, while talking to the little ones.

Place the toy house upon the kindergarten table well to the back. Group the little folks in front of

the table. "Here is a little house for you." Such a diversion is always hailed with delight in a primary school.

"Somebody lives in here." (Little ones become curious.) "Do not get too close, dear. We'll be polite and not look into people's windows. Perhaps someone may peep out pretty soon." (Teacher moves sphere slowly forward to sphere's window.) "Who



is this peeping out? Oh, it is Mr. Sphere!" (Children much surprised.) "To be sure. This is Mr. Sphere's window."

(Teacher now moves sphere to cube's window.) "Who is this? Is he in his own window?"

"No; he is in Mr. Cube's window, now, Miss M——."

"Who is this?" (Teacher now places cylinder at sphere's window with its circle face looking out.) "How can you tell? Now watch. Who is this coming out of the door?

"Yes; Flossie, that is Mr. Cylinder. How did you know?" "I saw his long, curved face. Why, he can just get out of this door."

"Who is this?" (Placing cube at cube's window.) "See, Mr. Cube is looking at you. This window seems to be just large enough for him, doesn't it? My; if he hasn't fallen out of the window." (Teacher lets the cube drop outside.)

(Teacher places sphere at window again.) "Watch Mr. Sphere, children. What will he do when he jumps out? There he goes!" (Sphere falls out and rolls down the table). "Catch him and send him back. What a merry little fellow he is!"

"How does Mr. Cylinder go?"

"How does Mr. Cube walk?"

"Which does Mr. Cylinder like to do best? Well, Nellie?" "I think he likes to slide." "Clarence?" "I think he likes to roll on his curved face, Miss M——, 'cause he can go faster."

"Well, little folks, I think it is nearly time for Mr. Cylinder to go in to his dinner, and we had better go home." Children pass laughingly to their seats.

During such an exercise many other questions may be asked. Children will make many interesting remarks and original observations which may pave the way to other interesting as well as profitable lessons.

During the day the pupils will enjoy singing the following motion song, found in back number of the American Teacher: —

CYLINDER SONG.

Oh, say, little cylinder,
Come unto me,
And let me count
Your faces three.

Here is one that is long
And curved around,
And two that are flat
And plane like the ground.

Oh, say, little cylinder,
What can you do?
I can stand and slide
And roll away too.

They stand and slide
And roll away,
Oh, good-bye cylinder,
For to-day.

(While singing the above song, let pupils use the smaller solids, as they can handle them more easily and gracefully.)

The little folks will also enjoy the following verses picked up at a summer school: —

"A little playfellow has come to me
Tra la la la; tra la la la.
My little ball so merry and free
Tra la la la la la."

"It is round, so round,
And will roll every way;
And is always ready for fun and play.
If I bid it move, it will quickly obey.
Tra la la la la la."

"Standing, standing, standing so,
Gently rolling to and fro;
Standing, standing in your place,
In your little circle face,
Little cylinder, like thee,
I would gay and happy be."

"With one little face, the cube looks this way,
And wishes you all a very good day.
With one little corner, etc."

"The little cube likes to wander
From one child to another,
And wish them all a happy day."

"Here is one corner, where are the others?
Ask your sisters, ask your brothers."

Often a song with a smooth, rhythmic measure will soothe a tired, fretful child; or a bright, cheerful song arouse, perhaps inspire, a dull one.

We must be careful not to make our review lesson too long, for very little children must, indeed, be "spoon-fed with truths." And yet these reviews and drills are a teacher's sheet anchor, and must not be neglected; for facts *will* pass away into oblivion unless called up again and again. So let us not dread these drills and reviews, but be up and doing, and strive to find out how to make them more interesting and profitable.

LITTLE RED RIDING HOOD is the story illustration in the "Supplement" this month. It is one of the most fascining of stories with little children. The picture will adorn the schoolroom and will prompt to a retelling of the story.

The poem "Fill the Baskets," used in the November issue of this publication, should have been credited to *The School Journal.*



Christmas Bells.

BY STELLA H. SEED.

[Tune: "The Happy Bells Are Ringing."]

O, THE Christmas bells are ringing,
Don't you hear their joyful lay?
And happy children are bringing
Their glad gifts of love to-day.

Chorus.

Christmas bells! Christmas bells!
Loud and clear their merry music swells.
Happy bells, happy bells!
Happy bells, happy bells!
O, the happy Christmas bells!
Hark! The Christmas bells are ringing,
A glad message from the sky!
"Peace on earth; good will," they're singing,
"Glory be to God on high."

Chorus.

And the music of their ringing
Tells a story full of love;
How to earth a child came bringing
God's precious gift from above.

Chorus.

Hark! the glad bells still are telling
The story of joyous worth.
Not a child on earth is dwelling
But is God's loving gift to earth.

CHRISTMAS FOR THE LITTLE ONES.

BY ELLA MARIE POWERS.

FOR pupils of the primary grade a simple Christmas programme may be given. The children expect it. Do not disappoint them, but let them do as much of the work as possible.

Children are pleased with even a little remembrance, so choose gifts that all can make. Very creditable and pretty gifts may be made of paper folding and weaving, chains of straws and beads, sewing cards, and cut work. Encourage the children to prepare the Christmas work themselves, and thus they will feel and realize that this is their own Christmas.

For the following exercise secure a little evergreen tree. This may be partially decorated to avoid delay in the programme:—

A CHRISTMAS EXERCISE.

FOR LITTLE ONES.

Enter six pupils: Blacksmith, author, fruit woman, doctor, seamstress, and jeweler.

All sing to the air "Captain Jenks":

We're Christmas patrons blithe and gay,
We dance and sing on Christmas day,
We lightly step and gaily sing,
Our presents now we bring.
We bring our gifts for boys and girls
For boys and girls,
For boys and girls.
We bring our gifts for boys and girls.
Upon this tree we'll hang them.
(Repeat first four lines.)

(The children have previously made horse-shoes cut from cardboard of various colors; to these are tied ribbons or worsteds, and little brass hooks may be on them in place of nails.)

Blacksmith (with several of these horse-shoes on one arm, a hammer in the other hand, sleeves rolled up, and little cap set far back):—

A blacksmith's life I love, so free,
Each Christmas brings good luck to me,
So now I bring these gifts to you,
And hang them here in view.
(Hangs them on the tree.)
These little horse-shoes on my arm
I give to keep you all from harm,
And all who wear these gifts from me
Will every day good luck now see.
For dollies' heads will never break,
Well done will be each Christmas cake.
No tiny tea-sets now will crack,
And all the sums will be exact.
(Finishes hanging horse-shoes.)

Author (with spectacles, pen over ear, and books):—

[The pupils have previously prepared a few little books of colored cardboard, decorated, with paper weaving for the cover. A few leaves of blank paper are tied between the two pieces of cardboard. On the blank pages has been prepared a calendar for the Christmas vacation, a little verse is written under each day (lines which the children selected and liked). These may be suspended by cord, worsted, or ribbon.]

An author's life I love, so true,
I bring my Christmas gifts to you;
In these bright little books I bear
Are written gems with greatest care;
Long time to write them all it took,
These thoughts within each little book.
Who gets a book gets truth and love,
The greatest gifts from God above.

Fruit woman (with shawl, hood, and large basket on her arm. The large basket contains several small ones previously made of paper by the children, and each contains two or three nuts; these may hang by colored twine):—

A jolly old fruit woman, I,
I sell my fruit as days go by,
For boys and girls I've something good
That grows on tall trees in the wood.
A box of nuts for each to crack,
Of skill I'm sure no one will lack;

Some nuts on "trees of knowledge" grow,
For some they're hard to crack, I know,
But, boys and girls, don't think them tough,
The kernels all are sweet, not rough."

Doctor (overcoat, medicine case)

(The medicine case contains little powders, apparently. These are of white paper, folded over at the ends in exact imitation of powders. Inside each is a bright little quotation about Christmas, a little, funny anecdote clipped from a newspaper, or a little picture. The children should be given freedom in the preparation of these powders, which have been "put up" and marked several days before.)

Doctor (taking powders from case and hanging on tree):—

A doctor's life is dear to me.
Ah! many ills I can foresee;
These little powders now I bring,
For tempers sweet they're just the thing.
Each one tied up and marked with care,
No presents can with mine compare.
The writing on the wrappers say:
"One powder take three times a day.
It cures all worries, frets, and ills;
Each child with happiness it fills."

Seamstress (with bonnet, shawl on; little bag at side, a hanging pin-cushion suspended from the waist, cushion covered with needles, pins. In the little bag at her side are sewing cards—some of the choicest and prettiest designs which the pupils have made. These are all marked for distribution.)

Seamstress (placing little cards on the tree):—

Busily sewing from morn till night,
On Christmas cards of purest white,
In and out, now here, now there,
I sew all neatly and with care.
We all are "sewing" every day,
Life purest white: the one right way,
Each stitch we take is right or wrong,
O, sew all neatly, good, and strong.

Jeweler.—[Upon his arm hang chains of beads, straws and beads, straws and colored cardboard rings, seeds, or pop corn.]

Jeweler:—

These chains and bracelets on the tree
I'll give to all who will agree
That no harsh act or unkind word
Through Christmas days shall ere be heard;
These chains shall bind us all in one,
Each task must be most promptly done,
To love, to think, to do the right,
Like chains—in this we all unite.

The six take hold of hands and dance about the tree and (with the school) all sing:—

(Air: "Captain Jenks.")

We're thankful for these gifts to-day,
This Christmas time is very gay.
The gifts we all shall soon receive
With Christmas love we'll weave.
We love to give each boy and girl,
Each boy and girl,
Each boy and girl,
We love to give each boy and girl,
Some gift here on this tree.

(Repeat first four lines.)

Teacher now calls off the names, and the six act as messengers delivering the gifts. (Always remember the pupils at home.)

A teacher of ready tact and wit can make much merriment for the children as she calls out their names and refers to the lines recited. Now and then she will drop a sentence containing a moral lesson that, under the happy circumstances, will long be remembered by the pupils.

CHRISTMAS EXERCISE.

THE CHRISTMAS STORY IN OTHER LANDS.

BY MINNA DENTON.

[The stage may be elaborately decorated with mistletoe, wreaths, and greens; motto, "Merry Christmas"; fire-place with yule log, and hung with Christmas stockings. Or a simpler setting may be used. Two or three chairs and a table or desk will be sufficient furniture.]

Young America (a boy about ten years old) bursts into the room—Hurrah for Christmas! (throws his cap on one chair, mittens on another. Draws a chair up to the fireplace, and extends his feet on the hearth). It'll be here pretty soon, that's a fact. It's getting colder and colder, and if I don't get to use those skates father's going to give me—Hooray! (clapping his hands high above his head).

(Enter from behind him a girl, representing an old woman in black gown and cap. Advances to the side of the boy, who, catching sight of her, springs up.)

Young America.—Who are you, anyway?

Old Woman (solemnly).—I am the mother of all the Santa Clauses.

Y. A.—Oh! (looks at her with some awe). I didn't know there was but one Santa Claus.

O. W.—There are as many Santa Clauses as there are countries in which Christmas is celebrated, almost.

Y. A.—They aren't any of them as nice as our Santa, are they?

O. W.—Well, at least the little boys and girls in those countries have quite as good times as you. Shouldn't you like to hear some of them tell about their Christmas?

Y. A.—Yes, ma'am, I should. (Seat themselves by the fireplace. O. W. taps a bell which is on the table near her.)

O. W.—Whom would you like to see first?

Y. A.—Well, I think I'd rather know how they used to do in England. I don't see how they ever had any fun, when a fellow couldn't get a bicycle nor a pair of patent skates.

O. W. (taps bell)—Mistress Elizabeth Pepys!

(Enter Elizabeth Pepys. Bright-colored dress; short basque, flowing undersleeves, full skirt, with hoops and many ruffles, Queen Elizabeth ruff, hair dressed very high with plumes, high-heeled slippers with large buckles. Steps in front of O. W. and courtesies.)

O. W.—Well, Mistress Elizabeth, what sort of a time hast thou prepared for Yuletide?

Elizabeth Pepys.—Oh, we shall have a merry season—twelve days of feasting! Even now we are rehearsing the carols which the young people will sing from house to house on Christmas Eve; and the men are looking for a yule log large enough to burn all Christmas week, for it would be ill luck, indeed, if it should burn out in the midst of our festivity! Every day in Christmas week we shall have games and sports. At night we will sing along the road, calling out the hours; we know very well along which way the good wives will be sure to invite us in to a feast of hot pies. Then comes the masquerade on New Year's day; then we elect one of the men for Lord of Misrule; and while he governs, no one can say what manner of prank will be played next. But Twelfth Night feast, six days after the New Year, is grandest of all, because it is the last. Then we have the splendid boar's head, served on a platter alone, a rosy apple in its open mouth; at the other end of the table is the roasted peacock, dressed in all his glory of blue and green plumage, the flames bursting from his bill, in which the cook has placed a wad of camphor cotton set on fire. Afterwards the children bring in the tapers, and light the great Twelfth Night cake, which has the hidden ring in it; and we all suck wine through straws from the wassail bowl. And then, at midnight, our Christmas is over!

Oh, it is a merry time! (Courtesies, and passes out at the wave of O. W.'s hand.)

Y. A.—Whew! Twelve days of Christmas! I should think they must have had jolly times! Do people anywhere nowadays celebrate like that?

O. W.—I will let you judge for yourself. (Taps bell.) (Enter German girl, in black bodice and white waist; short red skirt, black and white striped stockings, low shoes, hair brushed back, hanging in two braids. Bows to O. W.)

O. W.—Well, Katrina, what kind of a Christmas do you have in Germany?

Katrina.—Ah, it is beautiful! The mother has loaded the Christmas tree with candles and toys, and there is a great white angel at the top. I know, for I peeped through the crack of the door, though they try to keep us children away from it. Our gifts will be heaped at the bottom of the tree. I will go in first, because I am oldest; the mother will play at the piano, and when I am near the gift that is mine, she will play louder. So we all pick out our gifts. Then we have long strips of the "Pfeffer" cake, as big as the table, and so good! full of nuts and raisins and spice. But after dinner I do not like it so well, for then the mother takes us away alone and tells us our virtues and faults. She said last year that mine was greediness, because I ate so much "Pfeffer" cake. This year I am afraid she will think it is curiosity; but I must go and see if I can't get another glimpse at that tree! (Bows, and retires.)

Y. A.—Whew! I'm glad I don't live there. Wouldn't it be awful to have to listen to your faults on Christmas! Now, that big cake was a good idea. Who's next?

(Enter Dutch girl, in short-waisted black dress, white kerchief about neck, skirt nearly to shoe-tops, white stockings, wooden or paste-board shoes large enough to slip on and off without the help of the hands, hair in little knot at back of head, three-cornered handkerchief about head, fastened under chin. Slips off shoes by the door. Leads by the hand a small brother in long trousers and coat, big cap. Courtesies, tries to make him courtesy.)

O. W.—This little girl is from Holland. Kassy, tell us how it is that your shoes are scoured so clean.

Kassy.—Did you not know that Christmas is near? Surely Knecht Rupert would put no gifts in our shoes if they were not freshly scoured; for he brings good things only to industrious boys and girls. Last year Hans (looking down at brother, who grimaces defiantly) got only a switch, because he was lazy. When I visited my cousin Gretel, St. Nicholas came down the chimney on Christmas Eve, and poured a shower of candies on the floor. Hans says he knows Knecht Rupert and St. Nicholas are only Ludwig van Holp, one of the young men of the village (Hans insists loudly, "He is!"); but mother said he should not talk so. (Leads brother away, after some struggling. Puts on shoes at door.)

Y. A.—I think I should begin to suspect a Santa who would bring me a switch on Christmas. I'd like to hear about some place where they don't treat children that way.

O. W. (smiles and taps bell).—This is Louise Winkelherr, from Switzerland.

(Enter Louise, dressed in short, dark jacket, three or four skirts of graduated lengths and different colors, hair in many tight braids, large brooch, cloth gaiters.)

O. W.—Well, Louise, and where is your brother Christian?

Louise.—Oh, Christian has gone to the cathedral to sing carols in the choir. Many strangers will come to the service, they say, to hear the children sing. As for me, I am glad I am small enough to stay at home, for I am waiting for father to ring the bell, so we little ones can rush upstairs to see the tree and our pretty toys. I think it is strange that mamma and papa and the grown folks don't get any presents on Christmas; but then they have things on New Year's, so I suppose they don't care. (Retires.)

Y. A.—So the children get all the presents on Christmas, do they? Well, who's this?

(Enter Swedish girl, little shawl over her head, larger shawl around her shoulders, long skirt, coarse shoes.)

O. W.—Ola Olson, from Sweden. So, Ola, you have been decorating for Christmas?

Ola.—Oh, yes! Mother has hung the wall with cloths, and we children have covered them with holly and green wreaths. The floor is spread with straw, so that we may remember the manger of Bethlehem in which Jesus Christ was born. On the table are the five iron candlesticks, to keep away the evil spirits that come around on Christmas night. We shall have a good dinner, ever so many kinds of meat and milk; but, because we cannot afford the boar's head that Neighbor Erickson has on his big platter, we put a long loaf of bread, surrounded by corn sheaves, on ours. At nine o'clock we sing carols, and then we children have to go to bed. (Retires, while Norwegian comes forward. Dressed in warm hood bound with fur, long cloak, woolen mittens, and leggins.)

Y. A.—Well! here's her cousin, I guess.

O. W.—Yes, she is from the neighbor country, Norway. Have you put the high pole on the house roof for the sparrows' Christmas dinner, Christiana?

Christiana.—Yes, indeed! and Thorwald has tied bunches of oats all across it. There will be enough grain for scores of birds, and they will be so happy. We children are happy, too. We are learning our Christmas hymns. Whichever one of us wakes up first in the morning will begin singing, and keep on until all the rest are awake and singing, too. We shall have white bread for dinner—I like white bread ever so much better than everyday brown bread. Mother sets us children to work polishing the drinking horns, but we keep going every little while to see if the front door is unlocked yet, for the Christmas tree is in there. (Retires.)

Y. A.—I wonder what they do in warm countries, where they can't have any snow, and it isn't even cold on Christmas? Oh! here comes a little Italian girl. Maybe she will tell us.

(Enter Italian, dressed in bright color, large ear-rings, bare-footed, flowing hair twined with roses.)

O. W.—Carmenita, do you have a good time on Christmas?

Carmenita.—Oh, I have a beautiful time! We gather up all the old barrels and boxes, and make a splendid bonfire outdoors; and sometimes, if it is not too warm, mamma lets us have a fire of shavings in the fireplace. We polish our shoes, and fill them with oats, carrots, and hay, and leave them on the doorstep for St. Nicholas' horse; for of course he must be tired and hungry after coming so far. On Christmas Eve we all say little poems that we have learned, and sing our songs. Then I go up to the big urn on the centre table, and put in my hand and take out packages, until I find one with my name on it. When we have all found our gifts, we go out on the piazza and make wreaths of roses to adorn the house. (Retires.)

Y. A.—The idea of having presents in a big jar instead of on a Christmas tree! Well, what do the Spanish do? (Enter Spanish girl, dressed in floating, light draperies and laces, necklace, bracelets, bright sash, bright twisted cloth head-dress.

O. W.—Felicia, are you going to the Christmas mass at midnight?

Felicia.—Yes, Senora; I would not miss it, for the cathedral is crowded. The wax figures of Jesus and the Holy Virgin and the shepherds are very beautiful, and

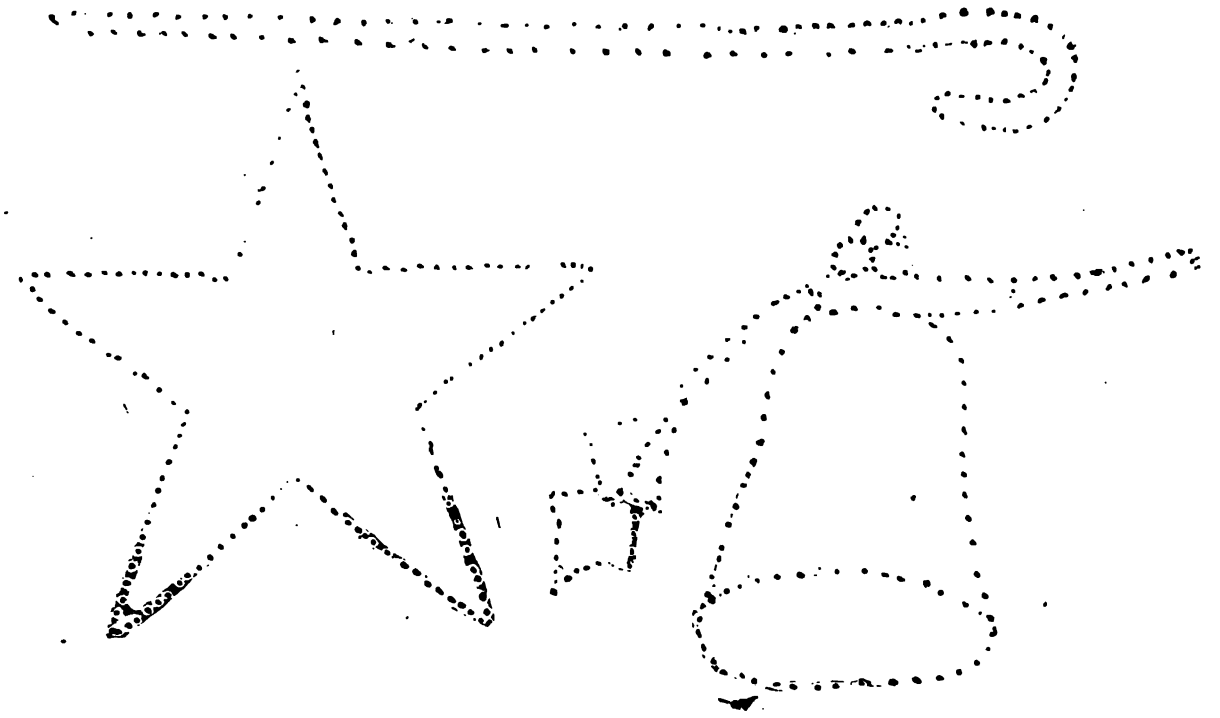
look almost like real people a little ways off; and when the rooster crows, and the choir and orchestra start the music, it is grand. On Christmas night I shall visit all the gay booths; they are so handsome. They have beautiful pyramids of red jellies, with torchlights shining through them. They are heaped with cakes and fruits and candies; and there are great wreaths of red sausages hung all over them. The streets are full of people, and their shouts remind me of the days when we have fairs. Oh, Christmas is a lovely day! (Retires.)

Y. A.—I don't believe I'd like that kind of a Christmas very well. In fact (rising), I think none of them have as good times as we American boys and girls have.

(All characters come filing back in the order in which they entered. Join hands in a circle and dance around O. W., singing a Christmas carol. Pass out in line, each one bowing at the door, and wishing the audience a Merry Christmas. Or end with tableaux.

it was all over, and I read them their own story. Here it is:—

Once upon a time there was a poor little boy. He was a good boy. He had no presents. He had been good to his mother, trying to make a living. He wrote a letter to Jesus. He said in the letter to send him a happy Christmas. He took the letter to the post-office. They sent it in an airship. It went to a good queen. The queen read it and was happy. The queen gave the letter to an angel. The angel gave it to Jesus. He read the letter and was sorry. He sent a present to the queen. She sent it to the post office in an airship. The postman carried it to the boy. The present was $2,000. On Christmas his mother was sick. He wondered how he could buy medicine. The postman came with the present.



CHRISTMAS BUSY WORK.

THE CHILDREN'S CHRISTMAS STORY.

BY SARAH BRACKETT,

Summer School, Minneapolis.

LAST year, after much talking and reading about Christmas, I said to my pupils of the first grade:

"Now, you may make up a story yourselves about Christmas. You can do it. Just make up your minds whether you will have it about a boy or girl, then you can have things happen just as you please."

I believe I never had a school in which there were more races or social conditions represented. I keenly enjoyed the expressions on the little faces looking so serious and thoughtful. When I gave the word, "Ready," the air was full of eager, outstretched hands. The first sentence was given by a colored boy, the last by a Russian. Young America, Ireland, Norway, Sweden, and Germany shared the rest. I could hardly write fast enough to keep up with their thoughts. It was certainly the most earnest language lesson I had ever taken part in. All I did by way of suggestion was to keep them from wandering into byways and telling "another story." In a few minutes

He opened the package. There was $2,000. He was so glad he danced up and down. He bought the medicine. He put the rest in the bank. He thought the world was his.—School Education.

CO-OPERATIVE INFORMATION LIST.

"Brooklyn Bridge," "Central Park," "The Statue of Liberty," etc.—Brooklyn, N. Y., grammar school No. 76, F. B. Stevens, principal.

"General John Stark," "Battle of Bennington," "Franklin Pierce," "Home and Boyhood of Daniel Webster," "The Manufacturing Interests of Manchester."—Manchester, N. H., Hallsville school, William H. Huse, principal.

"Parks," "Lake Traffic," "Water Supply," "Cattle Yards," "Sewerage System."—Chicago, Marquette school, Frank B. Williams, principal.

"Ice Cutting," "Salmon Fishing," "Shipbuilding,"—Bangor, Me., Union school, Mr. Tilton, principal.

"Iowa Industries," "Pork Packing," "River Navigation," "Corn Raising."—Sioux City, Ia., William M. Stevens.

"The Chinese of San Francisco," "Fruit and Flowers of California," "The Harbor of San Francisco."—San Francisco, Lincoln school, Mr. Hamilton, principal.

"Coal Mining," "Marble Quarries," "Iron Mills," "Cotton and Woolen Mills."—Knoxville, Tenn., Bell House school J. A. Andes, principal.

STORIES FROM BRITISH HISTORY.

BY PAMELA MC ARTHUR COLE.

VII.

Alfred soon left the cowherd and went away to find out what the Danes were doing. He dressed himself like a minstrel, took a little harp, and went to the camp of the Danish prince. There he played and sang so sweetly that every one was delighted.

He staid several days and he made good use of his eyes. He did not sit thinking and forget what he was about, as he did when he let the cakes burn.

He saw that the Danes were off their guard. They had conquered so many times that they thought they would again. They had a new flag, too, and some new soldiers. Now they were dancing and singing, and they ate and drank far too much.

When Alfred left them he sent out messengers to call his army together. The people were so pleased to find their beloved king was alive, that they felt brave enough to fight with all the Danes in the world. They had one more great battle, and the English conquered. Some of the Danes were allowed to remain in England under promise of behaving well. They became Christians and were dutiful subjects.

Alfred was not strong and suffered from pain and sickness during a great part of his life, but he was always busy. He built many churches and he founded schools. One of his schools was a part of what is now the famous University of Oxford. He sent for learned men from other countries to come and teach the English people.

There were no clocks in England then. People told the time as well as they could by the sun; but Alfred was fond of reading in the evening, and he wanted some way of measuring time. So he had some large wax candles painted in stripes of different colors, each stripe long enough to burn an hour.

But when the wind blew in at the doors and windows the candles burned out faster, so he had lanterns made to put them in. These lanterns were made of wood and of very thin horn; he could not afford glass for them, it was so scarce and cost so much that it was seldom bought except for church windows.

He had goldsmiths come into England to do fine work and teach it to his people; he caused some books on history and geography to be written for his people.

This good king died in the year 900, after a reign of twenty-nine years. On account of his learning, his wise laws, and his care of his people, he is called ALFRED THE GREAT, — and in history and poetry he has also another name, which, perhaps, he would have liked better, — "England's Darling."

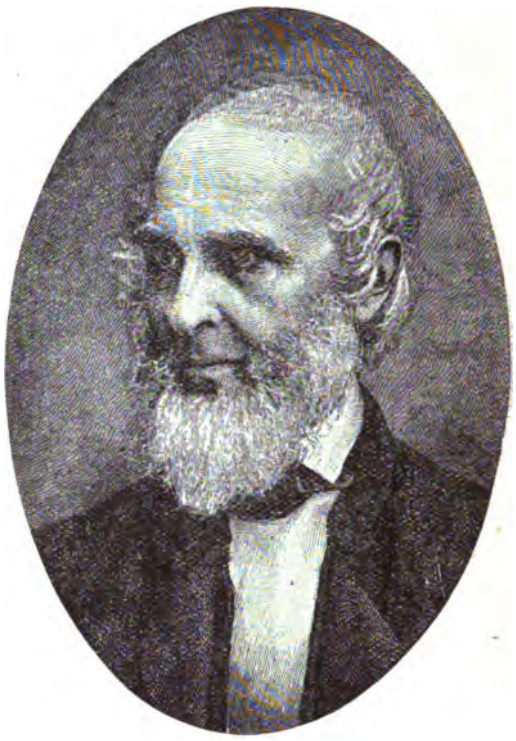
My Time-Table.

SIXTY seconds make a minute,
How much good can I do in it?
Sixty minutes make an hour,
All the good that's in my power;
Twenty hours and four, a day,
Time to sleep, and work, and play;
Days, three hundred sixty-five
Make a year for me to strive
Right good things each day to do,
That I wise may grow and true.

THE CHILDREN AND THE POETS.

ARRANGED BY KATE L. BROWN.

JOHN GREENLEAF WHITTIER*





THE TRAILING ARBUTUS.

I WANDERED lonely where the pine trees made
Against the bitter East their barricade,
And, guided by its sweet
Perfume, I found, within a narrow dell,
The trailing spring flower tinted like a shell
Amid dry leaves and mosses at my feet.

From under dead boughs, for whose loss the pines
Moaned ceaseless overhead, the blossoming vines
Lifted their glad surprise,
While yet the bluebird smoothed in leafless trees
His feathers ruffled by the chill sea breeze,
And snow-drifts lingered under April skies.

As, pausing, o'er the lonely flower I bent,
I thought of lives thus lowly, clogged and pent,
Which yet find room,
Through care and cumber, coldness and decay,
To lend a sweetness to the ungenial day
And make the sad earth happier for their bloom.

For the Children. —

On December 17, 1807, a little black-eyed boy came to a quiet homestead near Haverhill, Mass. It was a farmer's home where the child, John Greenleaf Whittier, was born. If you have read his "Barefoot Boy," you will see how well he understood the life of a country child. His "Snow-Bound," too, tells of the fir side pleasures of a family during a great winter storm.

Mr. Whittier worked on the farm until he was eighteen, going to school winters and working in the shoe shop during leisure hours. But he found time to

*Arrangements have been made with Messrs. Houghton, Mifflin, & Co. for the use of this poem and portrait.

write poems and publish them in the Newburyport *Free Press* and the Haverhill *Gazette*.

He went to an academy for two years, and then became a writer and editor for several papers. Mr. Whittier wrote many poems on slavery which did a great deal to help destroy it some years after. He was never afraid to express his mind on great subjects, even though he was exposed to danger by so doing. He was an active member, with Wendell Phillips and William Lloyd Garrison, of the anti-slavery party, and lent efficient aid.

Mr. Whittier wrote many poems and published various collections,— "Voices of Freedom," "Home Ballad," "Songs of Labor," "The Tent on the Beach," "Among the Hills," and "Hazel Blossoms," are some of the titles. For children he collected two beautiful volumes, one of prose and one of poems, entitled "Child Life," and several of his most charming pieces, such as "Red Riding Hood" and "How the Robin Came," are among them.

Mr. Whittier was a lovely old man, with the true child spirit shining from his dark eyes. He was fond of children and flowers, and all the little people were fond of him.

The writer once spent an afternoon with him in Boston. As he rose to go, the poet said, "Why does thee go so soon?"

"I must get down town before the stores close, to buy my little niece a doll for her Christmas," was the reply.

"I envy thee," said Mr. Whittier, "and if I had not this cold, I would beg to go with thee. There's nothing I like better than to buy toys, especially dolls. And thee must be happy with thy little maid at home."

Mr. Whittier died in Hampton Falls, N. H., September 9, 1892. He is buried in the Friends cemetery in Amesbury, Mass.

For the Teacher. —

This poem may be used very profitably in the spring lessons.

Tell the children of the love our Pilgrim ancestors had for the dainty flower that gladdened their first spring in a new country. They may also be interested in the Indian legend of the arbutus. Show them how naturally the first verse describes the lurking places of this sweet flower. It seeks the sheltered nooks where the pines keep away the chill east winds, and one is led by the fragrance before one finds the blossoms.

In the second verse notice the pretty picture of the bluebird stopping to smooth his ruffled plumage.

The third verse holds the lesson. There are lives that struggle up into sweetness and beauty in spite of all that hinders and tries to spoil, and the world is better for them.

As a word-picture this poem is well-nigh perfect— so pure, so radiant, so graceful, and moving to a music all its own.

Sometime this month have a portrait of *Whittier, and a sketch of his birthplace drawn upon the blackboard.

*Stencils of Whittier are for sale (5c.) by the New England Publishing Company, 3 Somerset Street, Boston.

Desk Work —A Merry Christmas.

A primary teacher wished to have some "red letter" mark for the day before holidays. She had little time and less money to spare, but she invested in some heavy tinted writing paper and a ball of pink cord. She cut the cord into pieces and the paper into rhomboidal slips. She wrote three words on a piece of cardboard, then cut through them carefully with a penknife, forming a stencil. Reversing the stencil, she quickly traced the words upon each slip, and cut a small slit in the upper left-hand corner.

On the last afternoon before the holiday vacation, she gave each child a piece of the cord, a pin, and one of the slips of paper.

"Who can read the words on the paper? Nobody?" with affected surprise. "You have written them ever so many times lately! I'll tell you a secret. If you should hold the slip before a mirror, you could read the words in a minute. Here is another secret. If you will perforate the words with the pin, following the lines evenly and neatly, then you can read them."

Soon the absorption and silence were so intense, that a little mouse, sure school was dismissed, crept out for his usual crumbs, and nobody saw him.

When the last perforation was made, the question, "Can you read it now?" was answered by a unanimous negative. "Turn the slip over," the teacher suggested. A a flood of light broke over the puzzled faces, and "A Merry Christmas" involuntarily burst from their lips, for the perforated words stood out in bold relief on the paper. A loop of the pink cord was slipped through the slit in the corner and the Christmas cards were finished.— Indiana School Journal.

Calendar for December.

1. What season is this?
2. How many months in this season?
3. Which month is this?
4. How many days in this month?
5. What was last month?
6. What holiday occurs this month?
7. When does it come?
8. Why do we celebrate Christmas?
9. What do we call the night before Christmas day?
10. What do we mean by a "green Christmas"?
11. What holiday occurs a week from Christmas?
12. Name a Christmas custom?
13. Why do we give presents then?
14. Where are the sparrows now?
15. Why are they not here?
16. What birds have we now?
17. Name some of the sports of the season.
18. Can you skate?
19. Do you ride down hill?
20. What can you tell of the little brooks and streams now?

"Within the hall are song and laughter,
The cheeks of Christmas glow red and jolly,
And sprouting is every gable and rafter,
With lightsome green of ivy and holly.
Through the deep gulf of the chimney wide
Wallows the Yule-log's roaring tide."

— *Lowell.*

SIMPLE ADDITION WORK.

BY CAROLINE MARTIN, BROOKLYN.

AFTER the objective teaching of the combinations, rapid combining, the teacher pointing, seems the most effective drill for accuracy and quickness. In an ungraded school, however, the teacher, with limited time for personally drilling her little group, finds she must give much busy work, even at the risk of "counting fingers" and "marks on slate." The series work of $7+8$, $17+8$, $27+8$, etc., becomes monotonous and mechanical; tables pall, and "examples" always seem attractive to the child who has not had a steady diet of them. This entails much work in correcting on the part of the teacher with many classes to attend.

Once, when working for a term in an ungraded school, a friend sent me the following device for correcting and constructing examples: —

Take any numbers, as 67839, it being simpler to have unit's figure 2 or greater. Then take for the next row any other numbers, as 23074. For the third row the numbers combined with the second row must in each case form 9; hence, 76925 must be chosen. Again, take any numbers, as 6835. Combine to make 9's — 93164. The answer will then be the same figures as the first row, less 2 in unit's column, and with a two prefixed for hundred thousand's place, thus: —

$$\begin{array}{r} 67839 \\ 23074 \\ 76925 \\ 6835 \\ 93164 \\ \hline 267837 \end{array}$$

At a glance, then, the teacher knows whether the work is correct. One or two concrete, practical problems, and then a supplementing of this drill work, is usually all the space the average ungraded schoolroom will furnish in the way of blackboard to devote to the one grade. But in this small space required work to occupy the little ones for some time may be placed.

Then, when recitation time comes, drill in reading numbers, or rapid adding aloud, is already placed before the class, and so time saved. Or, by changing the first row, an entirely new set of examples is furnished, the answer still being before the eatcher.

Dog Training.

The following from the Western Teacher is capital. Substitute "boy" for dog and see how apt it is: —

Do not begin to train too early. A high spirited animal may be commenced on earlier than a timid one, but the dog should have reached a reasonable age.

Never deceive a dog by a sign or command.

Disobedience or misunderstanding must not go uncorrected.

Never whip without letting the dog know what it is done for, and never leave the animal without making friends with it, but do not pet or caress it at that time. Simply show that you are its friend.

Never strike it without a reason.

Do not shout commands.

If the animal becomes overawed or shows fight, be tender to it, and cease training for a few days.

Always use the same words of command uttered in short, distinct tones. Never use superfluous words, like "Now, old fellow," etc.

Praise and reward the dog after the work is done, not while it is being performed.

FOR REPRODUCTION.

May's Garden.

[This may be used with second grade primary, copied once, and sentiment reproduced orally.]

MAY had a little garden in which the weeds popped their green heads up before the good seed had time to sprout. She had to pull some out every day, or they would have smothered her flowers.

May's heart is a little garden, and there is good seed planted in it; but she must watch every word, and thought, and act, for the naughty ones are like weeds and will smother the good ones. She does not want to raise weeds and briers where sweet flowers can grow.—*Selected.*

A Wonderful Little Cradle.

[*Adapted.*]

[To be read twice, and reproduced in writing by highest primary grade.]

LAST summer there was an ugly little caterpillar. It lived in a small world of green leaves, and ate up as much of its world as it could. One day, after eating a very large dinner, it made a strong silk thread and fastened it to a grapevine. Then it made a beautiful, soft, silk blanket to wrap itself in, and soon was all rolled up in a queer little cradle.

Winter came, with its snow and fierce winds, but the little brown cradle did not rock. Baby Caterpillar did not even turn over, so snugly was it hidden away from old Jack Frost. At last along came the May sunshine and touched the cradle, and did what winter winds could not do. The little sleeper woke, and rustled so that its brown cradle broke; pretty soon out came Baby Caterpillar. But what a change! She had beautiful wings that shone in the sunshine, and instead of crawling among the green leaves, she flew straight out into the sweet May air, sunshine, and flowers. When the children saw her they shouted, "A butterfly! The first butterfly we've seen this summer!" But only a few of them knew about the long nap in the little brown cradle.

A Toad Story.

MY uncle, and sister, and I were out in the garden one day watching a little toad, and my uncle took a twig and very, very gently scratched first one side of the toad, and then the other. The toad evidently enjoyed it, for he would roll from side to side, and blink very expressively. I was so interested that when they went in I took the twig and did as my uncle had done. If, thought I, he rolls from side to side as I touch him, what would he do if I ran the twig down his back? I did so, and what do you think happened? His skin, which was thin and dirty, parted in a neat liitle seam, showing a bright new coat below; and then my quiet little toad showed his knowledge, for he gently and carefully pulled off his outer skin, taking it off the body and legs first, and then blinking it over his eyes, till — where had it gone. He had rolled it in a ball, and swallowed it!—Our Dumb Animals.

NATURE STUDY FOR DECEMBER.

BY A. C. BOYDEN,
Bridgewater Normal School.

AN attractive study for this month is the common "evergreen trees" found in our yards, along the streets, or in the neighboring fields. The first feeling to arouse in the children's minds is of the beauty of the green trees at the time when the other trees have shed all their leaves. These trees have shed all their old brown needles and are now fresh and green.

RECOGNITION OF THE TREES.

One way to fix the different trees in mind is to have a "pine week," in which will be brought in different kinds of pine needles, pine cones, pine sapling, pine wood, things made of pine, etc. Another week may be used for the spruce or hemlock, according to the locality, and arbor vitae or cedar week may follow. Pictures of these trees will help show their beauty as large, conical trees, with straight branches. A small tree may be sawed off and fixed at the base as Christmas trees are prepared; this will enable the children to see some things that could not be seen in the twigs. In some localities a small sapling with the roots might be brought in; this would enable them to distinguish the long, stiff top root, and the long, tapering side roots that aid in holding the tree firmly in place. The great length of the main roots and the number of branches also show how the tree reaches out in the ground for water.

FIRST YEAR.

The children will learn to recognize the common evergreen trees—pine, spruce, arbor-vitae, hemlock, cedar, according to the locality. They will enjoy them as arranged in the schoolroom, thinking of the fresh green color during the winter months, also of the value to birds and other animals in protecting them from the cold and storm of winter.

Conversational lessons on the needles will aid in developing the power of oral language as the children observe the points and report them. They should match the green colors to the color chart, not for the purpose of knowing the name of the particular color, but to distinguish colors, and to begin to appreciate the variety of greens that make these trees beautiful. The shape of the needles and the sharp points will be noticed. The number of needles in a bundle can be counted, and different numbers found on different trees; the long needles of the pines are bound together in a sheath, while the shorter single needles of the spruces need no sheath. The arbor vitae leaves are wrapped close together around the branches, and so become strong.

The needles in one bundle can be drawn on the blackboard or paper, tied together at the base. The question can be suggested—Why do we call the needles leaves? Different answers will be thought out in a simple form—they grow where leaves do on the stem, they are green, they fall off as leaves do, and some may find the veins in them as in other leaves. Why are these needles the best kind of leaves for the winter? Answers will be given suggesting the narrow shape as the best to bear the wind and storm, the rain and snow will easily drip or fall from the smooth and pointed needles.

The buds are found on the ends of the stems, and not along the sides, as on other trees. One large bud is in the middle and two or three smaller ones are clustered around this one as in a nest. The little brown scales protect these buds because they are wrapped so tightly around them, and the sticky covering of pitch keeps out the water and snow that may gather in this nest. These buds have in them the new leaves and branches for next spring. They were prepared during last summer. So the tree rests during the cold months.

Cones of some of the trees may be found on the ground and brought in to the school. The spruce cones are the best to use, as they will open in the warm schoolroom and drop a great number of seeds. The cones should be thought of as fruits, because they contain the seeds. The winged seeds are easily scattered by the wind into new fields.

All of these points should come as the result of simple conversations with the teacher in which the child is encouraged to express his thoughts freely. Reading from portions of "Hiawatha" will interest



the children in the ways the Indians used these trees. Simple legends of Christmas also add a charm to these trees, so often used on the anniversary. Many of the words naturally come into the vocabulary of the first year, and can be used in the reading sentences.

SECOND YEAR.

The plan of getting acquainted with the trees can be followed as in the preceding year. The child with twig in hand can tell the different things he sees. Where are the needles? They are along the sides of the stem, with a certain number in each bundle, or single ones at each place; most of them are out near the ends of stem. What is the difference between the needles and the leaves of other trees? The needles are long and narrow, with sharp points, their stems are very short, the veins are hard to find, because they are so small. The needles of different trees can be compared in length by measuring with inch rules. The colors of the different needles may be matched to the color chart as before. After an observation exercise like the above the words may be written on the board to be used in oral sentences and later in written sentences.

Where are the buds? How many do you find

How are the buds covered? Why? What will grow from them? When did the tree get them ready? Such questions will suggest the line of observation, but the children should be encouraged to tell freely all they see and think.

A child can be given a cone and asked to tell all he can in answer to the different questions, then another tries it, and thus the power of observation is trained. Of what are the cones made? What is the difference between the green cones and the ripe ones? Where are the seeds? How many seeds? What kind of seeds? The words used in the oral sentences can be incorporated in the copying exercises, and some section of the class may be able to make sentences from a list of words.

A booklet made of the different exercises will add interest to the lessons. An appropriate cover is prepared, a mounted bundle of needles with name attached forms the first page, a drawing of the needles, also of the seed with its wing, adds another sheet, and



the different sentences copied from the board or made from the lists of words furnish others. Often a short literary quotation is copied as a memory gem to add to these already made.

THIRD YEAR.

The work of recognition is continued as before, except that more varieties are known—white pine, pitch pine, spruce, cedar, arbor vitae, and hemlock, with perhaps some smaller evergreen plants—laurel, ground pine. Lists are kept on the board of the varieties brought in, and sketches placed on the blackboard aid in familiarizing the children with the names.

In the observation exercise a child with the twig in hand tells all he can see about the needles; he will naturally tell of their color, form, number, size or length (measure with inch rule), and arrangement in bundles or singly. Another child adds to what the first has seen, until the teacher feels that sufficient points have been noted for the next step. This has prepared for the drawing exercise, in which each child draws a portion of the twig, showing the arrangement of the needles on the stem. Colored pencils or water colors add the new element of beauty, which is appreciated by the children. Words or questions will prepare for written descriptive sentences about the needles; these can be used as a part of the regular language lessons.

In a similar manner the buds are observed, and the following points will probably be noticed—their position on the end of the stem, their arrangement (similar to the plan of branching in whorls), their coverings as a means of protection (the arrangement of the overlapping brown scales, and the position of the pitch). The second drawing should be of a twig showing the arrangement of one whorl of branches, with needles and buds also. Also a language exercise follows on buds.

The third observation exercise may be on cones of some one of these trees. The positions of the cones on the trees are noted, either on the growing tree or on a twig which is brought in. In many trees the cones hang high up, but on the pitch pine or hemlock they are within easy reach. The arrangement of the wooden scales in spiral lines adds to the beauty of the cone, as well as aiding in covering the seeds. The cone is thought of as a fruit adapted to the winter, and the winged seeds illustrate the mode of distribution. A seed can be drawn as well as a single scale. The written exercise follows as before. The booklet arrangement suggested in the second year can be carried out more fully in this year.

FOURTH YEAR.

Lists of the evergreen trees should be made as full as possible, and there may be added to them the names of other evergreen plants that can be obtained—holly, laurel, rhododendron, ground pine. Most of these are used as decorations for the Christmas season. As these are brought in a few observations should be made on the marked characteristics of each, by which it can again be recognized.

The first exercise may be upon the life of the needles, and the pine is the best illustration with which to begin. The green needles are found on the ends of the branches on the new growth. Along the older stems will be noticed the scars where the old leaves fell off, and it is to be noted that no new leaves have grown from the old places. By counting the whorls of branches that now have needles on them the child can find the age of the needles on the tree. The same plan may be applied to trees other than the pine. Drawings can be made to illustrate this point.

Another exercise may be given by comparing the white pine and pitch pine; (1) needles—length

(measure with inch rule), size, shape, number in a bundle, sheath. (2) buds—position, size, number, amount of pitch. (3) cones—length, shape, surface of scales. Drawings of twigs of each can be made side by side for comparison, and from the outline of points a written description may be made. A schedule of comparison often is helpful:—

White pine	five needles in bundle	small buds	long cones.
Pitch pine	three " " "	large buds	round "

The life of the cones can be studied if the pitch or yellow pine are available. The small green cones are found on this spring's growth, the large green ones are on last year's branch, while the old ones are left on the growth of the previous years. This shows that it takes two years for the pine cone to mature. In the green cones the scales are very closely packed together, while on the old ones they are spread wide open for the escape of the winged seeds.

A review of the trees may be made by grouping the facts about the needles in a schedule form:—

Pine—needles in bundles held by a sheath.

Spruce—short, sharp, three-cornered needles.

Hemlock—short, flat, blunter needles, under side lighter colored; short stem to each needle.

Cedar—scales wrapped about a round stem.

Arbor vitae—scales wrapped about a flat stem.

These facts will serve as material for descriptive sentences about the group of evergreen trees. The collection and sorting of cones also will aid in the review—the large cones of the Norway spruce, the different pine cones, the smaller cones of hemlock and arbor vitae, and the blue "berries" of the cedar. These varieties can be kept in separate boxes, with proper labels.

Many appropriate quotations can be found regarding evergreen trees in Longfellow and Lowell, which can be copied and learned. A booklet on the group of trees will be as interesting as in the lower grades.

Arithmetic for Little Folks.

Teacher put questions on board and have pupils write answers in complete statements before going to the recitation.

1. How many girls are at school to-day?
2. How many boys are at school to-day?
3. How many desks are there in this room?
4. How many windows has this room?
5. How many panes of glass has each window?
6. How many horseshoes will be needed to shoe two horses?
7. How many runners will be needed to make five sleds?
8. How many feet long must a pole be to make three yardsticks?
9. How many gallon crocks will be needed to hold ten quarts of milk?
10. How many wheels will be needed to make three wagons?—Practical Educator.

FLOWER TALES FROM MYTHOLOGY.*

BY GRACE ADELE PIERCE.

Old Tithonus: The Grasshopper.

AURORA was the goddess of the morning. She was very lovely even for a goddess, and every day at dawn, when the cloud gates of pearl flew open in the east, she would walk forth from her shadowy chamber clothed in glowing crimson. She would go treading lightly to the earth down a long pathway where the dust was gold and the pebbles were shining sapphires. As she walked forth smiling upon all the land, both gods and men loved her and longed for her; but she cared for only one — a mortal youth whose name was Tithonus.

Tithonus was the son of a king, and all day long he danced and sported in his father's palace, or wandered through the fields too happy to care for sun or shower. But one morning when he went earlier than usual to his sport, he saw Aurora. How beautiful she was, as she came out from her chamber in the east, trailing her crimson garments and shaking the pearls of dew from her hair. All the birds and blossoms wakened to greet her as she walked; but this morning, she saw only Tithonus and smiled upon him.

After this Tithonus thought no more of his sports in the field. He forgot the mortal youths and maidens who had played with him in his father's palace, and waited only from morning till morning for the gates of dawn to be thrown open, that Aurora might come through and smile upon him once more. Every day he waited for his new friend at the gates of the morning, and they were very happy together. Only, when they talked about it, one thing made them sad. Aurora was a goddess and would live on forever always young and always beautiful, while Tithonus was only human and must grow old and die.

But the goddess of morning knew a way to bring back their happiness again. She donned her crimson robe and her mantle of purple, and wended her way to the great palace in the heavens where all the gods assembled. When she had passed through the golden hall of this palace, she found Jupiter (the father of gods and men), looking very stern with his eagle by his side, and his thunderbolts in his hand. He was seated on his throne with his gods gathered about him, and was frowning. But when the goddess of the dawn approached him looking so bright and smiling, he smiled, too, and nodded his awful head. Then Aurora asked that Tithonus might be given a life, like her own, without end; and Jupiter granted her request.

Tithonus went to live with the dawn goddess in her palace of cloud in the east, and they were very happy all the long days together. But, alas! they had forgotten one thing — Aurora had not asked that Tithonus might always remain young and beautiful. So, by and bye, after many years — which were but as days to the goddess — Tithonus began to grow old. His hair grew thin and white, his back was bent and his legs crooked and trembling. His voice sounded shrill and grating, and his youth and beauty were gone.

Then Aurora was sad. She was so young and strong herself, she could not bear the sight of this little old man who kept always at her side piping and piping in his strange, shrill voice. She shut him close in a little dark chamber of her palace, but even then his voice would come sounding out to her, making her remember when she most wished to forget. But, now that she had asked endless life for this mortal she knew that he must go on living forever and ever, so she pitied him and asked the gods to help him.

Day by day the voice of Tithonus grew shriller and his legs more crooked and trembling, until, at last, Aurora could keep him in her palace no longer. She led him back to the earth, and, because she was sorry for him, she changed him from a little old man to a grasshopper. So when you hear these strange small creatures piping shrilly in the fields, think that perhaps poor old Tithonus is among them, glad to see the morning light again.

*Copyrighted, 1895.



Christmas Bells.

BY STELLA H. SEED.

[Tune: "The Happy Bells Are Ringing."]

O, THE Christmas bells are ringing,
Don't you hear their joyful lay?
And happy children are bringing
Their glad gifts of love to-day.

Chorus.

Christmas bells! Christmas bells!
Loud and clear their merry music swells.
Happy bells, happy bells!
Happy bells, happy bells!
O, the happy Christmas bells!
Hark! The Christmas bells are ringing,
A glad message from the sky!
"Peace on earth; good will," they're singing,
"Glory be to God on high."

Chorus.

And the music of their ringing
Tells a story full of love;
How to earth a child came bringing
God's precious gift from above.

Chorus.

Hark! the glad bells still are telling
The story of joyous worth.
Not a child on earth is dwelling
But is God's loving gift to earth.

CHRISTMAS FOR THE LITTLE ONES.

BY ELLA MARIE POWERS.

FOR pupils of the primary grade a simple Christmas programme may be given. The children expect it. Do not disappoint them, but let them do as much of the work as possible.

Children are pleased with even a little remembrance, so choose gifts that all can make. Very creditable and pretty gifts may be made of paper folding and weaving, chains of straws and beads, sewing cards, and cut work. Encourage the children to prepare the Christmas work themselves, and thus they will feel and realize that this is their own Christmas.

For the following exercise secure a little evergreen tree. This may be partially decorated to avoid delay in the programme:—

A CHRISTMAS EXERCISE.

FOR LITTLE ONES.

Enter six pupils: Blacksmith, author, fruit woman, doctor, seamstress, and jeweler.

All sing to the air "Captain Jenks":

We're Christmas patrons blithe and gay,
We dance and sing on Christmas day,
We lightly step and gaily sing,
Our presents now we bring.
We bring our gifts for boys and girls
For boys and girls,
For boys and girls.
We bring our gifts for boys and girls.
Upon this tree we'll hang them.
(Repeat first four lines.)

(The children have previously made horse-shoes cut from cardboard of various colors; to these are tied ribbons or worsteds, and little brass hooks may be on them in place of nails.)

Blacksmith (with several of these horse-shoes on one arm, a hammer in the other hand, sleeves rolled up, and little cap set far back):—

A blacksmith's life I love, so free,
Each Christmas brings good luck to me,
So now I bring these gifts to you,
And hang them here in view.
(Hangs them on the tree.)
These little horse-shoes on my arm
I give to keep you all from harm,
And all who wear these gifts from me
Will every day good luck now see.
For dollies' heads will never break,
Well done will be each Christmas cake.
No tiny tea-sets now will crack,
And all the sums will be exact.
(Finishes hanging horse-shoes.)

Author (with spectacles, pen over ear, and books):—

[The pupils have previously prepared a few little books of colored cardboard, decorated, with paper weaving for the cover. A few leaves of blank paper are tied between the two pieces of cardboard. On the blank pages has been prepared a calendar for the Christmas vacation, a little verse is written under each day (lines which the children selected and liked). These may be suspended by cord, worsted, or ribbon.]

An author's life I love, so true,
I bring my Christmas gifts to you;
In these bright little books I bear
Are written gems with greatest care;
Long time to write them all it took,
These thoughts within each little book.
Who gets a book gets truth and love,
The greatest gifts from God above.

Fruit woman (with shawl, hood, and large basket on her arm. The large basket contains several small ones previously made of paper by the children, and each contains two or three nuts; these may hang by colored twine):—

A jolly old fruit woman, I,
I sell my fruit as days go by,
For boys and girls I've something good
That grows on tall trees in the wood.
A box of nuts for each to crack,
Of skill I'm sure no one will lack;

Some nuts on "trees of knowledge" grow,
For some they're hard to crack, I know,
But, boys and girls, don't think them tough,
The kernels all are sweet, not rough.

Doctor (overcoat, medicine case)

(The medicine case contains little powders, apparently. These are of white paper, folded over at the ends in exact imitation of powders. Inside each is a bright little quotation about Christmas, a little, funny anecdote clipped from a newspaper, or a little picture. The children should be given freedom in the preparation of these powders, which have been "put up" and marked several days before.)

Doctor (taking powders from case and hanging on tree):—

A doctor's life is dear to me.
Ah! many ills I can foresee;
These little powders now I bring,
For tempers sweet they're just the thing.
Each one tied up and marked with care,
No presents can with mine compare.
The writing on the wrappers say:
"One powder take three times a day.
It cures all worries, frets, and ills;
Each child with happiness it fills."

Seamstress (with bonnet, shawl on; little bag at side, a hanging pin-cushion suspended from the waist, cushion covered with needles, pins. In the little bag at her side are sewing cards—some of the choicest and prettiest designs which the pupils have made. These are all marked for distribution.)

Seamstress (placing little cards on the tree):—

Busily sewing from morn till night,
On Christmas cards of purest white,
In and out, now here, now there,
I sew all neatly and with care.
We all are "sewing" every day,
Life purest white: the one right way,
Each stitch we take is right or wrong,
O, sew all neatly, good, and strong.

Jeweler.—[Upon his arm hang chains of beads, straws and beads, straws and colored cardboard rings, seeds, or pop corn.]

Jeweler:—

These chains and bracelets on the tree
I'll give to all who will agree
That no harsh act or unkind word
Through Christmas days shall ere be heard;
These chains shall bind us all in one,
Each task must be most promptly done,
To love, to think, to do the right,
Like chains—in this we all unite.

The six take hold of hands and dance about the tree and (with the school) all sing:—

(Air: "Captain Jenks.")

We're thankful for these gifts to-day,
This Christmas time is very gay.
The gifts we all shall soon receive
With Christmas love we'll weave.
We love to give each boy and girl,
Each boy and girl,
Each boy and girl,
We love to give each boy and girl,
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(Repeat first four lines.)

Teacher now calls off the names, and the six act as messengers delivering the gifts. (Always remember the pupils at home.)

A teacher of ready tact and wit can make much merriment for the children as she calls out their names and refers to the lines recited. Now and then she will drop a sentence containing a moral lesson that, under the happy circumstances, will long be remembered by the pupils.

CHRISTMAS EXERCISE.

THE CHRISTMAS STORY IN OTHER LANDS.

BY MINNA DENTON.

[The stage may be elaborately decorated with mistletoe, wreaths, and greens; motto, "Merry Christmas"; fire-place with yule log, and hung with Christmas stockings. Or a simpler setting may be used. Two or three chairs and a table or desk will be sufficient furniture.]

Young America (a boy about ten years old) bursts into the room—Hurrah for Christmas! (throws his cap on one chair, mittens on another. Draws a chair up to the fireplace, and extends his feet on the hearth). It'll be here pretty soon, that's a fact. It's getting colder and colder, and if I don't get to use those skates father's going to give me—Hooray! (clapping his hands high above his head).

(Enter from behind him a girl, representing an old woman in black gown and cap. Advances to the side of the boy, who, catching sight of her, springs up.)

Young America.—Who are you, anyway?

Old Woman (solemnly).—I am the mother of all the Santa Clauses.

Y. A.—Oh! (looks at her with some awe). I didn't know there was but one Santa Claus.

O. W.—There are as many Santa Clauses as there are countries in which Christmas is celebrated, almost.

Y. A.—They aren't any of them as nice as our Santa, are they?

O. W.—Well, at least the little boys and girls in those countries have quite as good times as you. Shouldn't you like to hear some of them tell about their Christmas?

Y. A.—Yes, ma'am, I should. (Seat themselves by the fireplace. O. W. taps a bell which is on the table near her.)

O. W.—Whom would you like to see first?

Y. A.—Well, I think I'd rather know how they used to do in England. I don't see how they ever had any fun, when a fellow couldn't get a bicycle nor a pair of patent skates.

O. W. (taps bell)—Mistress Elizabeth Pepys!

(Enter Elizabeth Pepys. Bright-colored dress; short basque, flowing undersleeves, full skirt, with hoops and many ruffles, Queen Elizabeth ruff, hair dressed very high with plumes, high-heeled slippers with large buckles. Steps in front of O. W. and courtesies.)

O. W.—Well, Mistress Elizabeth, what sort of a time hast thou prepared for Yuletide?

Elizabeth Pepys.—Oh, we shall have a merry season—twelve days of feasting! Even now we are rehearsing the carols which the young people will sing from house to house on Christmas Eve; and the men are looking for a yule log large enough to burn all Christmas week, for it would be ill luck, indeed, if it should burn out in the midst of our festivity! Every day in Christmas week we shall have games and sports. At night we will sing along the road, calling out the hours; we know very well along which way the good wives will be sure to invite us in to a feast of hot pies. Then comes the masquerade on New Year's day; then we elect one of the men for Lord of Misrule; and while he governs, no one can say what manner of prank will be played next. But Twelfth Night feast, six days after the New Year, is grandest of all, because it is the last. Then we have the splendid boar's head, served on a platter alone, a rosy apple in its open mouth; at the other end of the table is the roasted peacock, dressed in all his glory of blue and green plumage, the flames bursting from his bill, in which the cook has placed a wad of camphor cotton set on fire. Afterwards the children bring in the tapers, and light the great Twelfth Night cake, which has the hidden ring in it; and we all suck wine through straws from the wassail bowl. And then, at midnight, our Christmas is over!



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These little horse-shoes on my arm
I give to keep you all from harm,
And all who wear these gifts from me
Will every day good luck now see.
For dollies' heads will never break,
Well done will be each Christmas cake.
No tiny tea-sets now will crack,
And all the sums will be exact.
(Finishes hanging horse-shoes.)

Author (with spectacles, pen over ear, and books):—

[The pupils have previously prepared a few little books of colored cardboard, decorated, with paper weaving for the cover. A few leaves of blank paper are tied between the two pieces of cardboard. On the blank pages has been prepared a calendar for the Christmas vacation, a little verse is written under each day (lines which the children selected and liked). These may be suspended by cord, worsted, or ribbon.]

An author's life I love, so true,
I bring my Christmas gifts to you;
In these bright little books I bear
Are written gems with greatest care;
Long time to write them all it took,
These thoughts within each little book.
Who gets a book gets truth and love,
The greatest gifts from God above.

Fruit woman (with shawl, hood, and large basket on her arm. The large basket contains several small ones previously made of paper by the children, and each contains two or three nuts; these may hang by colored twine):—

A jolly old fruit woman, I,
I sell my fruit as days go by,
For boys and girls I've something good
That grows on tall trees in the wood.
A box of nuts for each to crack,
Of skill I'm sure no one will lack;

Some nuts on "trees of knowledge" grow,
For some they're hard to crack, I know,
But, boys and girls, don't think them tough,
The kernels all are sweet, not rough.

Doctor (overcoat, medicine case)

(The medicine case contains little powders, apparently. These are of white paper, folded over at the ends in exact imitation of powders. Inside each is a bright little quotation about Christmas, a little, funny anecdote clipped from a newspaper, or a little picture. The children should be given freedom in the preparation of these powders, which have been "put up" and marked several days before.)

Doctor (taking powders from case and hanging on tree):—

A doctor's life is dear to me.
Ah! many ills I can foresee;
These little powders now I bring,
For tempers sweet they're just the thing.
Each one tied up and marked with care,
No presents can with mine compare.
The writing on the wrappers say:
"One powder take three times a day.
It cures all worries, frets, and ills;
Each child with happiness it fills."

Seamstress (with bonnet, shawl on; little bag at side, a hanging pin-cushion suspended from the waist, cushion covered with needles, pins. In the little bag at her side are sewing cards—some of the choicest and prettiest designs which the pupils have made. These are all marked for distribution.)

Seamstress (placing little cards on the tree):—

Busily sewing from morn till night,
On Christmas cards of purest white,
In and out, now here, now there,
I sew all neatly and with care.
We all are "sewing" every day,
Life purest white: the one right way,
Each stitch we take is right or wrong,
O, sew all neatly, good, and strong.

Jeweler.—[Upon his arm hang chains of beads, straws and beads, straws and colored cardboard rings, seeds, or pop corn.]

Jeweler:—

These chains and bracelets on the tree
I'll give to all who will agree
That no harsh act or unkind word
Through Christmas days shall ere be heard;
These chains shall bind us all in one,
Each task must be most promptly done,
To love, to think, to do the right,
Like chains—in this we all unite.

The six take hold of hands and dance about the tree and (with the school) all sing:—

(Air: "Captain Jenks.")

We're thankful for these gifts to-day,
This Christmas time is very gay.
The gifts we all shall soon receive
With Christmas love we'll weave.
We love to give each boy and girl,
Each boy and girl,
Each boy and girl,
We love to give each boy and girl,
Some gift here on this tree.

(Repeat first four lines.)

Teacher now calls off the names, and the six act as messengers delivering the gifts. (Always remember the pupils at home.)

A teacher of ready tact and wit can make much merriment for the children as she calls out their names and refers to the lines recited. Now and then she will drop a sentence containing a moral lesson that, under the happy circumstances, will long be remembered by the pupils.

CHRISTMAS EXERCISE.

THE CHRISTMAS STORY IN OTHER LANDS.

BY MINNA DENTON.

[The stage may be elaborately decorated with mistletoe, wreaths, and greens; motto, "Merry Christmas"; fire-place with yule log, and hung with Christmas stockings. Or a simpler setting may be used. Two or three chairs and a table or desk will be sufficient furniture.]

Young America (a boy about ten years old) bursts into the room—Hurrah for Christmas! (throws his cap on one chair, mittens on another. Draws a chair up to the fireplace, and extends his feet on the hearth). It'll be here pretty soon, that's a fact. It's getting colder and colder, and if I don't get to use those skates father's going to give me—Hooray! (clapping his hands high above his head).

(Enter from behind him a girl, representing an old woman in black gown and cap. Advances to the side of the boy, who, catching sight of her, springs up.)

Young America.—Who are you, anyway?

Old Woman (solemnly).—I am the mother of all the Santa Clauses.

Y. A.—Oh! (looks at her with some awe). I didn't know there was but one Santa Claus.

O. W.—There are as many Santa Clauses as there are countries in which Christmas is celebrated, almost.

Y. A.—They aren't any of them as nice as our Santa, are they?

O. W.—Well, at least the little boys and girls in those countries have quite as good times as you. Shouldn't you like to hear some of them tell about their Christmas?

Y. A.—Yes, ma'am, I should. (Seat themselves by the fireplace. O. W. taps a bell which is on the table near her.)

O. W.—Whom would you like to see first?

Y. A.—Well, I think I'd rather know how they used to do in England. I don't see how they ever had any fun, when a fellow couldn't get a bicycle nor a pair of patent skates.

O. W. (taps bell)—Mistress Elizabeth Pepys!

(Enter Elizabeth Pepys. Bright-colored dress; short basque, flowing undersleeves, full skirt, with hoops and many ruffles, Queen Elizabeth ruff, hair dressed very high with plumes, high-heeled slippers with large buckles. Steps in front of O. W. and courtesies.)

O. W.—Well, Mistress Elizabeth, what sort of a time hast thou prepared for Yuletide?

Elizabeth Pepys.—Oh, we shall have a merry season—twelve days of feasting! Even now we are rehearsing the carols which the young people will sing from house to house on Christmas Eve; and the men are looking for a yule log large enough to burn all Christmas week, for it would be ill luck, indeed, if it should burn out in the midst of our festivity! Every day in Christmas week we shall have games and sports. At night we will sing along the road, calling out the hours; we know very well along which way the good wives will be sure to invite us in to a feast of hot pies. Then comes the masquerade on New Year's day; then we elect one of the men for Lord of Misrule; and while he governs, no one can say what manner of prank will be played next. But Twelfth Night feast, six days after the New Year, is grandest of all, because it is the last. Then we have the splendid boar's head, served on a platter alone, a rosy apple in its open mouth; at the other end of the table is the roasted peacock, dressed in all his glory of blue and green plumage, the flames bursting from his bill, in which the cook has placed a wad of camphor cotton set on fire. Afterwards the children bring in the tapers, and light the great Twelfth Night cake, which has the hidden ring in it; and we all suck wine through straws from the wassail bowl. And then, at midnight, our Christmas is over!



The Merriest Time.

LAUGH and be merry, girls and boys,
Over your stockings full of toys!
There is little in life holds half the joys
Of Christmas Day in the morning.

—Youth's Companion.

Who Is It?

NOW, children, there's somebody coming,
So try to think sharply and well;
And when I get through with my story,
Just see if his name you can tell.

His hair is as white as a snowdrift;
But then he is not very old;
His coat is of fur at this season;
The weather, you know, is so cold.

He'll bring all the children a present,
The rich, and I hope to the poor.
Some say that he comes down the chimney.
I think he comes in at the door.

"A jolly old fellow whose hair is so white,
And whose two bright eyes are blue,
Is making his visits on Christmas night,
Perhaps he'll call upon you, and you,
Perhaps he'll call upon you."

—Selected.

A Christmas Puzzle.

BY ELLA MARIE POWERS.

SISTER and brother and I one day
Peeped up our chimney to see
How big it was for Santa Claus gay,
And how large his pack could be.

Sister held a broomstick tight,
And brother held a rake.
We all looked up, 'twas black as night,
But the sides we thought we'd scrape.

But O, down came black soot unseen,
Faces and clothes were a sight!
Now, how are Christmas toys kept clean,
And Santa Claus' hair kept white?

Welcome to Santa.

BY EMMA GERTRUDE WHITE.

[Air: "The Campbells Are Coming."]

OLD Santa is coming! aha! aha!
Old Santa is coming! oho! oho!
Hark! hear the bells jingle afar, afar,
As the swift reindeer speed o'er the mountains of snow.
So long have we waited his coming to-night,
Just see all these faces so smiling and bright;
And now he is coming! He soon will be here,
And we'll give dear old Santa a rousing good cheer!
Hurra for old Santa! hurra! hurra!
Hurra for the reindeer who travel so fast!
Jing, jingle! jing, jingle! Just hear the bells ring!
And here's dear old Santa. He's got here at last.

[Santa Claus enters, dressed in furs, and bearing the traditional Christmas pie.]

Santa Claus.—

Yes, I've come. I'm glad to see you.
Thought I'd stop in passing by,
Though I am in such a hurry;
And I've brought a Christmas pie.
Mrs. Santa baked it for you,
And you'll find it full of plums,
Like Jack Horner's in his corner;
Come, put in your little thumbs.
Wish that I could stop to visit,
And to help you eat the pie;
But the reindeer tire of waiting. (Noise outside.)
I must leave you—so, good-by!

—Ruth Hart.

[The pie is made of bran, with a crust of tissue paper. The "plums" may include tiny dolls, flat-irons, perfume bottles, candy toys, "little brown jugs," pails, one-cent picture books, cups, etc. Early and judicious shopping will fill the pie at small expense.]

An Eastern Legend.

THERE'S a tender Eastern legend,
In a volume old and rare,
Of the Christ-child in his garden
Walking with the children there.
And it tells—this strange, sweet story—
(True or false, ah, who shall say?)
How a bird with broken pinion
Dead within the garden lay.
And the children, childish cruel,
Lifted it by shattered wing,
Shouting, "Make us merry music,
Sing, you lazy fellow, sing."
But the Christ-child bent above it,
Took it in his gentle hand,
Full of pity for the suffering
He alone could understand.
Whispered to it—oh, so softly!
Laid his lips upon its throat,
And the song-life, swift returning,
Sounded out in one glad note.
Then away, on wings unwearied,
Joyously it sang and soared,
And the little children kneeling
Called the Christ-child "Master—Lord."

—Grace Duffield Goodwin, in Our Dumb Animals.

The New Year.

"IT'S coming, boys,
It's almost here;
It's coming, girls,
The grand New Year!

A year to be glad in,
Not to be bad in;
A year to live in,
To gain and give in;
A year for trying
And not for sighing.
A year for striving,
And hearty thriving;
A bright New Year,
Oh! hold it dear;
For God who sendeth,
He only lendeth."

—Selected.

IF anything unkind you hear
About someone you know, my dear,
Do not, I pray you, it repeat,
When you that someone chance to meet;
For such news has a leaden way
Of clouding o'er a sunny day.
But if you something pleasant hear
About someone you know, my dear,
Make haste—to make great haste 'twere well—
To her or him the same to tell;
For such news has a golden way
Of lighting up a cloudy day.

—*Selected.*

HOW I TEACH GEOGRAPHY AND HISTORY.—I.

BY ANITA CASEY.

[This is an account of the actual work done by Miss Casey in the sixth grade in one of the schools of Santa Rosa, Cal.]

AT the beginning of the term I gave the subject of history and geography careful consideration and study, and concluded that political and commercial geography and history are so closely related that they should go hand in hand. Physical geography I did but little with. I had the class model the continents in sand as flat surfaces and in clay in the spherical form. The object of this modeling was to develop in the child's mind the position and relation of the continents to each other. We discussed the methods by which the earth's surface is constantly modified by atmospheric agencies, the influence of subterranean agencies in changing the elevation of land, the effect the different peculiarities of the surface have upon climate, and the close dependence of plants, animals, and man upon each other and upon their surroundings.

This was not taken as a special study and called physical geography, but merely discussed in connection with modeling, political geography, and history, taking whatever a particular lesson might suggest. For example: The Cabots found the climate of Labrador and Newfoundland vastly different from that of England. This gave rise to the effect of the ocean currents upon the two places, the cause of the ocean currents, the origin of the cold arctic current and the warm Gulf stream, the influence of these currents and the trade winds upon the commercial relations of the two continents.

METHODS OF INSTRUCTION.

The sixth grade having had no previous work in history, it was a difficult matter to decide where or in what manner to commence, that the class might be prepared for their systematic work in history in the seventh grade. *I allowed my history to follow and be guided almost entirely by the work in geography.* The work consisted for the most part of *biographical stories.* I found that the children in this grade did not interest themselves as much in political and social organizations as they did in their typical representatives and leaders. I was much pleased to find this spirit predominant in the class, as I myself prefer to present the history in the form of biography. It brings before the pupils ideal men and women, whose economy, simplicity, energy, and independence are well worthy of imitation.

The New England states being the first presented in geography, we started here in history also. I commenced with Massachusetts. It is the first in that group directly associated with the history by the landing of the Pilgrims at Plymouth Rock. Eggleston's "First Book in American History," "Beginner's History," by Montgomery, and "Stories of Our Country," by Johonnot, which the school has in sets, were systematically studied by the pupils.

As supplementary reading to these books, I took the "New England Stories," by Hawthorne, and read to them the most interesting parts, then told them that I had not time to read the remainder, but they could have the book and read it for themselves, also that they could find more about the Pilgrims in "Stories of Massachusetts," by Mara L. Pratt, several volumes of "Pilgrims and Puritans," Eggleston's "Advanced History," Jane Andrews' "Ten Boys," "The Making of New England," Gilman's "Historical Reader," Scudder's history, and other histories which I had collected from the public and school libraries and placed on a desk in the room. I then placed the names of the books, and opposite to it the page on which the subject could be found, on the blackboard. A study period of at least thirty minutes each day was allowed, at which time the pupils were allowed to go to the shelf and take the books for study. Different pupils took different books. When one finished the book he had, he would exchange with some one else, and in this manner each person would get different books and have a chance to read the story over several times.

Then came the *recitation or story telling period,* consisting also of thirty minutes each day. At this period different members were called upon to tell what they knew of the story. It is true that some

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could tell but very little, while others could tell the whole story; but be his knowledge little or great, each and all were required to respond when called upon. This story-telling period stimulated them to do a great deal of outside reading at home and in the free library, as each one made an effort to find something to tell which had not been read by all the other pupils in the books found in the room, thereby instigating individual search for own knowledge. When the subject was quite exhausted for telling purposes, it was written as a composition, corrected, and re-written in the composition books. We then took up the story of Miles Standish in Eggleston's history one day. The next day we read the same in Montgomery's history, and again placed the list of books for extra reading on the board.

CORRELATION WITH GEOGRAPHY.

In this manner we associated the stories found in Eggleston's "First Book of History Stories," Montgomery's "History Stories," and "Stories of Our Country," as follows: —

Massachusetts — King Philip and King Philip's war, Benjamin Franklin, Samuel F. B. Morse, the Boston Tea Party, Boston Massacre, Salem Witchcraft, Cotton Mather, the Old School House, Eli Whitney, John Adams, the Minute Men, John Elliot and the Indian Bible, the Stamp Act, the Pine Tree Shilling, Israel Putnam, Lexington and Bunker Hill, the Charter Oak, the Canadian Exiles being sent from Acadia to Boston. "Miles Standish" by Longfellow as literature work was also studied during this period.

New Hampshire and Maine branching off from Massachusetts, here we took Hawthorne's "Great Stone Face Tales of the White Hills."

Vermont — Ethan Allen.

Rhode Island — Roger Williams banished from Massachusetts.

New York — Henry Hudson, Robert Fulton, Professor S. F. B. Morse, Deerfield and the St. Regis Bell, Arnold's Treason, Ethan Allen and Ticonderoga, Rip Van Winkle, and Burgoyne and Saratoga.

Pennsylvania — William Penn, Winter at Valley Forge, Robert Fulton, Burgoyne's Surrender in the vicinity of Pittsburg.

Maryland — Lord Baltimore, the writing of the "Star Spangled Banner" while Francis Key was a prisoner at Fort McHenry.

Virginia — George Washington, Patrick Henry, Thomas Jefferson, William H. Harrison, John Smith and Pocahontas, Walter Raleigh, James Madison.

The Carolinas — Andrew Jackson, Bacon and his men, the Cabots, Verrazani.

Florida — De Soto, De Leon, Menendez as laying the foundation of St. Augustine.

Louisiana — Battle of New Orleans and a review of Jackson, who led the attack.

Kentucky — Daniel Boone and Abraham Lincoln.

Texas — Buena Vista, Sam Houston.

Mexico — Pizarro and Cortez.

Pacific Coast — Robert Gray, Grant, Sutter, Drake, Balboa.

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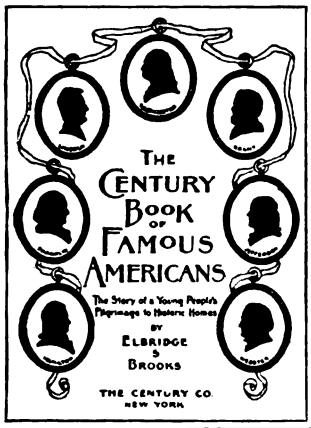
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Desk Work — Games of Words.

"Let us have a new game," said the teacher, and, stepping to the blackboard, she wrote the word "together." "Who can see some other word in this one without changing the order of the letters?" "I can see 'to,'" said one. "I see 'get.'" "The last part spells 'her.'" "There are two more words," suggested the teacher, then slowly erased all the letters except t, h, e. "Maggie, tell me all the words you see in together." "To, get, her, the, and he," said she.

"Very well. Write in the same way the words you can see in this list." When the work was done it looked like this: —

1. Toothache—To, too, tooth, ache, he.
2. Cousin—Us, sin, in.
3. Teacher—Tea, teach, her, he, ache.
4. Buttercup—But, butter, utter, cup, up.

Next the pupils were told to select their own list of words to separate into other words. They also played the familiar game of spelling as many words as possible with the letters in a given word. Thus, from "scratch," by re-arranging letters, they made at, rat, cat, sat, scat, catch, cart, car, chat, chart, as, scar. — *Indiana School Journal.*

The Birds' Christmas Dinner.

In most of the provinces of Norway there is a pretty custom of feeding the birds on Christmas day. All the animals belonging to a family have double their usual dinner, and share in the great festival.

The kind-hearted peasants also fasten up wisps of oat-straw all about their houses for the birds, who are quick to tell each other the news, and flocking down in great numbers to peck at the grain.

In the town great bunches of unthreshed oats are brought to the market-place; and, no matter how poor the people are, they will be sure to have one bit of money saved to buy the birds a feast.

The little sheaves are soon fastened to the house-tops and outside the windows; nobody in Norway would frighten a bird that day, if he could help it.

It is certainly worth while to make the least of God's creatures happy; and many of those fowls of the air who do not gather into barns are good servants of the farmer, and eat up the insects that would destroy his crops.

Suppose the boys and girls take a lesson from the Norwegians this year, and throw out a dinner of crumbs for some of the birds, and tie a bunch of grain here and there on the trees and fences for the wanderers who may need food in the cold winter days that are to come. — *Youth's Companion.*

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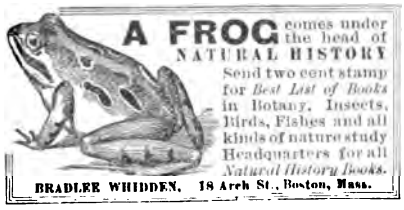
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A course of laboratory lessons in zoology (paleontology) was given during the winter of 1895-96 by Alpheus Hyatt of the Massachusetts Institute of Tech-

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nology, in course known as "Lowell Free Courses" of the teachers' school of science of the Boston Society of Natural History.

The lessons consisted, as heretofore, partly of lectures and partly of laboratory work. It is intended to make this a four-years' course, and each branch of the animal kingdom will be treated more or less thoroughly, and illustrated by the practical study of specimens.

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8. Am I orderly: In personal habits; in habits of work?
9. Am I doing better work to-day than I did yesterday?
10. Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance. — *School Supplement, Educational Journal.*

How the Storks Journey.

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To Walk Properly.

Lippincott's Magazine says: Stride out to your full measure, but don't try to go beyond it; and try not to fall short of it as you go on. Keep the knees as straight as you can conveniently, and this will oblige you to rise on the ball of the



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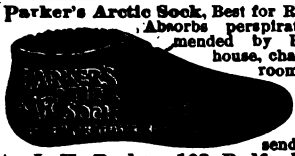
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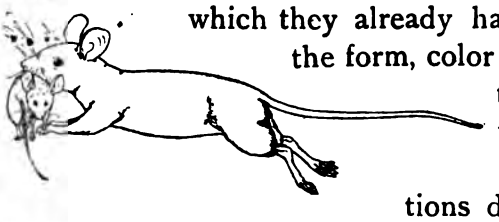


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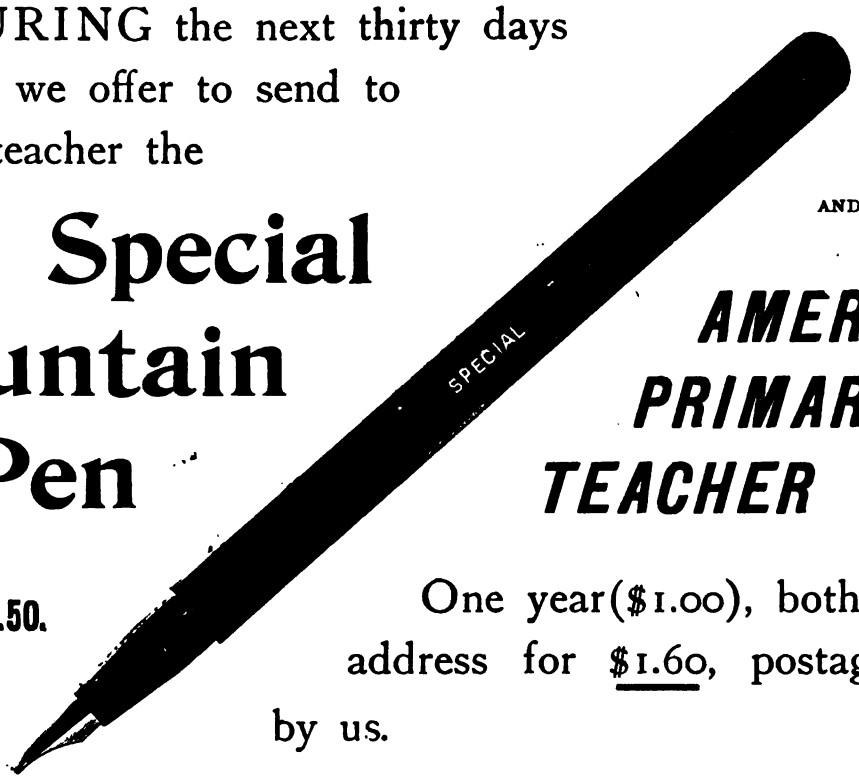
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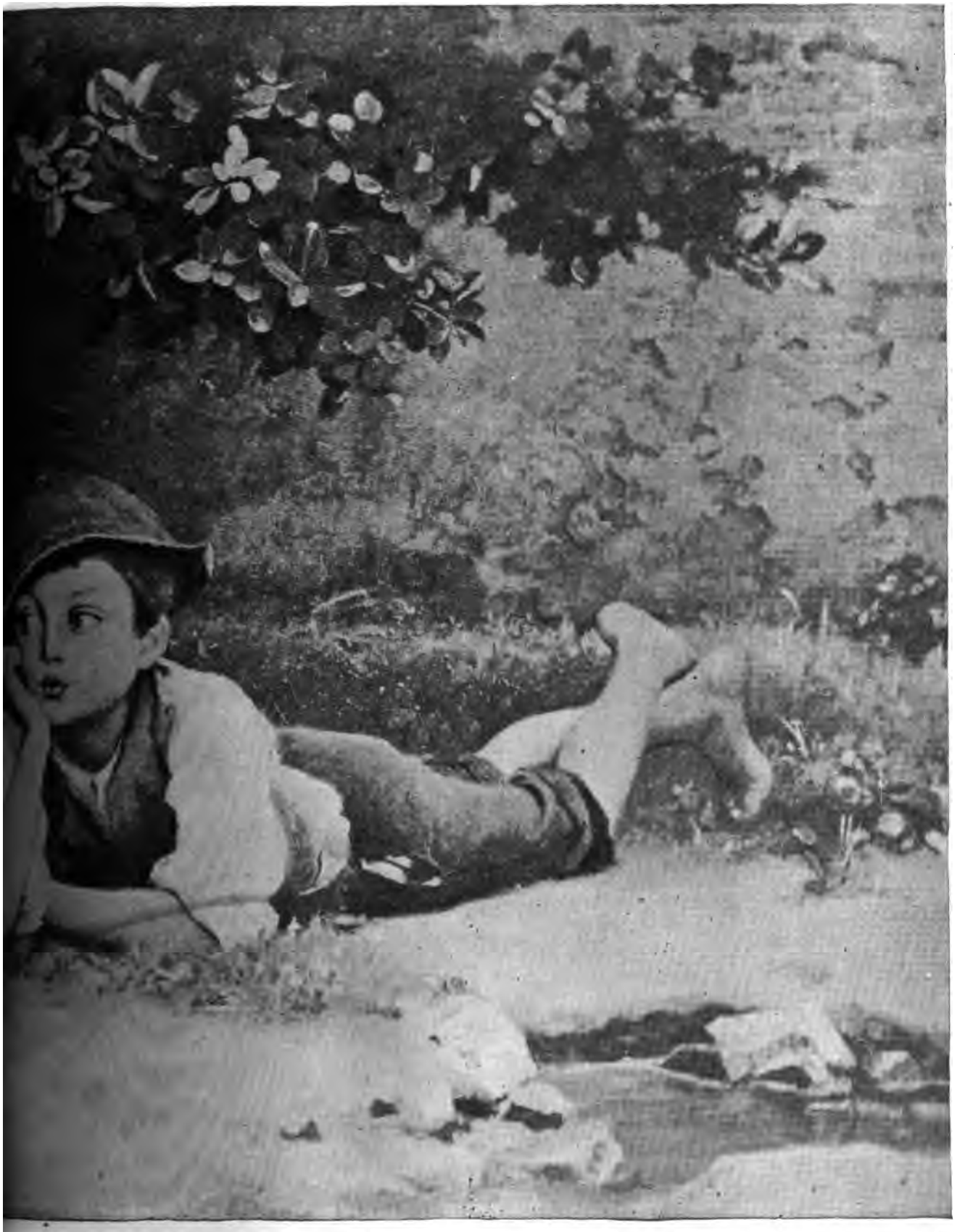
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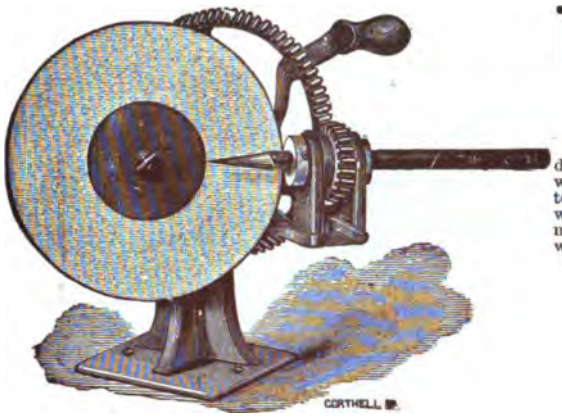
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Vol. XX.—No. 5. JANUARY, 1897. A. E. WINSHIP, W. E. SHELDON, } Editors.

The Roll of Honor.

BY KATHARINE KEIFE.

WEE little boys and girls are mine,
The very baby grade of all,
But how the pictures into line
Beneath their busy fingers fall!
Such patient toil is lavished here
And all this energy outpoured,
That they may see their names appear
Writ in red crayon on the board.

Brief is the glory; every night
The roll of honor disappears.
Each morn their hopes are just as bright,
Their sanguine outlook knows no fears.
Which of us can afford to smile
(Our own ambitions are so small
And fame lasts such a little while!)
At those red marks upon the wall?

Turning New Leaves.

"NOW, what is that noise?" said the glad New Year.
"Now, what is that singular sound I hear?
As if all the paper in all the world
Were rattled and shaken and twisted and twirled."
"Oh, that," said the jolly old Earth, "is the noise
Of all my children, both girls and boys,
A-turning over their leaves so new,
And all to do honor, New Year, to you."

—Selected.

MR. WINSHIP'S CONVERSATIONS.

GIRLS are different from boys, women from men. Women may teach and preach, practice law and medicine, work and receive master's pay, elect and be elected, but with every new field they enter, with every progressive step, they only intensify the fact that they are different from men. The greater the development of the better characteristics of the forms of life, the higher the order of intelligence, the sharper is the distinction of the sexes. In plant life it often requires close observation, expert scholarship, and no little imagination to discern the fructifying forces. In many forms of animal life sex is only a physical distinction, with no appreciable influence upon intellect or disposition. In the uncivilized races the discrimination is little more than physical, while every advance in civilizing man, every added opportunity for refinement and culture, magnifies woman into something more than female. All progress makes her less and less like man, until the most perfect woman is in culture, refinement, taste, instinct, thought, and character the farthest removed from her brother or husband.

In view of this fact, it is a strange commentary upon human nature that in proportion to woman's unlikeness to man there should be an intensified effort to prove her likeness to him under the designation of equality with him. This is in part due to the fact that there has been no adequate study of girls. Such attempts as have been made have often degenerated into a meritless discussion,—philosophical, scientific, or theological,—of the effect the conclusions would have upon woman's rights or wrongs in the professional, educational, industrial, religious, or political world. There is certainly a place for the unpretentious study of girls by one who fully believes in woman's opportunity in education, privilege in the professions, and responsibility in suffrage.

The conventional treatment of every phase of human nature has for generations inclined to the philosophical. Logic has been the world's standard of intellectual values. A vigorous statement in Aristotelian or Kantian phrase of what ought to be has been accepted as proof of what is. Mental action has been measured by mental philosophy, and the faculties were once as real in the consciousness of the speculative as was imagery of the heavens which the astronomers wrought out of the stars. The test of scholarship for centuries was the power to portray vividly the functions of the faculties of the mind, as the test of culture was the graceful outlining of classic characters in the heavens. Scholarship is being emancipated from conventional mental philosophy and culture from mythological astronomy.

The scientific has challenged the philosophical in mind and matter. The scientist has measured the distance of every star with the same enthusiasm as the sportsman records the latest and nearest approach to the two-minute record upon the track; has estimated the various perambulations and peregrinations of all the regular and irregular heavenly bodies, as the modern crank learns the mysterious balance of errors, strikes, balls, and bases of the favorite in each nine of the league. The scientist knows a thousand facts in which men of ordinary intelligence and even extraordinary scholarship have less interest, if possible, than in the heroic attitude of Orion; and now he turns his attention to the nerve activities of life, from the faintest flush of imaginary rhythm in the protoplastic slime that lurks in the oldest bark of the tannery yard up to the knee jerks and elbow quirks of human subjects.

Both philosopher and scientist have rendered a service to mankind which can never be formally expressed. The benefit resulting from each is of practical value in geometric ratio to the non-practicability of the subject treated. The philosophical is not ethical. Both philosophy and science lay off base lines from which ethical measurements are to be taken, but the moment we attempt to establish a new base line with every grade we take on the mountain side, we make progress impossible, and our measure-

ments become inaccurate. It is entirely easy to line off and measure mountains and valleys so long as the base line is reliable and our faith is unshaken.

With base lines established by philosophy and science, there is work for humble folk to do in what may be styled, with no disrespect to the scholarly methods, a common-sense way. There is no scholarship required to find the pointers by which the untutored rustic may locate the North star, which changeth not its place through the century. This is merely a common-sense observation of the heavens, but it furnishes the humblest man on land or sea a reliable guide to home or haven. In child study there are many things for philosophers to say to the thoughtful, for scientists to reveal to the inquiring; there are also facts as obvious when they are told as is the handle of the Dipper which is first sought by him who would find the pointers through which to trace his way to the Pole star.

Common sense is no more sensible than philosophy or science, but it is that phase of good sense which the common people understand perfectly when once their attention is called to it, but which would never have occurred to them if some expert had not revealed it. It is sense that is common, but only so when it is brought out by wisdom that is closely akin to genius. Common sense is to philosophy and science what "Paradise Lost" is to theology, "Pilgrim's Progress" to Christian experience, Shakespeare to human nature, and the Gospels to religious life: it makes vivid to all minds truths that are vital.

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The child knows much through hearing before he can know anything well through reading for himself, and his earliest reading should be of things with which he has become familiar through the hearing. He should read something genuinely interesting. He should never pronounce words and think he is reading. Words are merely the "signs of ideas." W-o-c is just as good as c-o-w if "cow" does not signify what "woc" does not. "I see a cat" is a lie if I do not see a cat, and it has no conceivable interest to the child. If, however, the child has had "Jack and the Bean-stalk" read to him a hundred times, and has worn the household out trying to have it read a second hundred times, he will pick it out for himself, provided he has been well started with blackboard and chart, and it will be real delight to him.

In our ambition for "sight reading," for the reading of what the child has never seen or heard, we forget that with little children there is great merit in rereading, times out of number for sheer love of the story, a classic of which they never tire until they have unfolded into a higher range of literary taste and power.

"Fables and Folk Stories" deal with nature and human nature in a delightful way. Here are some subjects that teachers will readily recall, and they are samples merely of the way in which human experiences and conditions are illustrated by personifying animals and other natural objects and by appealing to the imagination of children.

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The Boys and the Frogs.
The Wind and the Sun.
The Crow and the Pitcher.
A Country Fellow and the River.
The Ass in the Lion's Skin.
The Boy and the Nettle.
The Dog in the Manger.
The Boy who stole Apples.
The Lion and the Mouse.
The Lion and the Bear.
The Hunter and the Woodcutter.
The Dog and the Wolf.
The Wolf and the Goat.
The Stag and the Lion.
The Fox in the Well.
The Farmer and the Stork.
The Fox and the Grapes.
The Goose that laid Golden Eggs.
The Dog and his Image.
The Man and the Lion.
The Frog and the Ox.
The Wolf in Sheep's Clothing.
The Arab and his Camel.
The Tortoise and the Hare.
The Reeds and the Oak.

How unlike what the ordinary teacher would choose as subjects, and yet these are classics to which lawyers, lecturers, clergymen, and political speakers are likely to refer with confidence that all intelligent people will fully understand the allusions and appreciate the reference. Children enjoy them and men profit by a knowledge of them. In addition to these very brief stories there are a few longer and more complete classics:—

Cinderella.
Tom Thumb.
Puss in Boots.
Jack and the Bean-stalk.
Little Red Riding Hood.
Hans in Luck.
The Elves and the Shoemaker.
Little One Eye, Little Two Eyes, Little Three Eyes.

Not to know these stories indicates as great ignorance as does lack of knowledge of the leading characters in the Bible, in Shakespeare, or in "Uncle Tom's Cabin." For a child to leave the schools without knowing that five and five are ten is nearly as pardonable as to leave without knowing "Cinderella" or "Little Red Riding Hood," and these can never be read with so much satisfaction and pleasure as in the primary grades. They are easy reading and classic literature.

MAKE YOURSELF OVER.

BY LUCY AGNES HAYES.

YES, we women turn our bonnets and dresses — re-shape them and re-trim them — and, lo! we feel better in them, and our friends say, "What a pretty new rig!"

After we have taught a few years we need making over. Yes, there's no mistake about it. We show signs of wear and tear, and our pupils and our friends are a little tired of us. We have a deep line on our foreheads that means — no, *not thought*, don't let's flatter ourselves — it means *worry*. We have a sharp tone in our voice — it means *impatience*. We have a short, terse, emphatic way of speaking, as if we were laying down the law — it means too good an opinion of our own mental powers and too poor an opinion of better minds around us. It all means, we're getting narrow and unlovely, and if we keep on we shall be left to walk our narrow path alone, friends. and companions will find no room beside us, we shall scare them away.

Let's make ourselves over.

1. To cure the wrinkle, let's think of something pleasant with all our hearts and minds.

2. To cure the sharp tone in our voice, let's talk a little less, and criticise others a little less and ourselves more.

3. To cure our conceit, let's think how hateful we must be to others, and let's come down from our high stools and walk companionably with the people around us, learning from them, letting them see that we appreciate them, and, presto! they'll begin to say: "We made a mistake about Miss Bookwoman. She's very pleasant when you know her well, and her ability as a teacher is the highest in town. A very fine woman — a fine woman!"

Ah, yes, it pays to make ourselves over every once in a while.

FROM MEMORY'S VIEWPOINT.

BY A. C. SCAMMELL.

IN studying the child, it is well to travel with memory over our childhood days, and to bring home with us the trifles that then had most to do with our happiness and our grief.

A little girl, almost blind in the sunlight, hastens her early supper that she may pick wild flowers to carry to her teacher on the morrow. She is impelled partly by regard for her teacher, and partly by the desire to be and to do like the other children. She gathers weeds, some of which are pretty. They are all that she can see to pick.

The happy child goes to sleep and dreams how pleased her teacher will be with the gift. She wakens with this thought, and taking the flowers from their cool water, she arranges them over and over, while yet in her white undress.

Perhaps the teacher will make a lovely story about the flowers, as she did about Amy's. Perhaps she will wear some of them. How surprised mamma will be to-night, when she knows.

Little Hopeful goes early to school and lays the flowers on the desk. The teacher comes late, and seems in haste. She does not notice the eager child at her side, about to gather up her treasures and offer them.

"Why, who put these weeds here? Won't you put them away, Freddie?"

It is little Pitiful who goes broken-hearted to the dark corner-seat, and cries her grief out. If the teacher knew who brought the flowers, she would give them a cherished place, with more heartfelt smile, caress, and thanks than is her wont, for she is kind. Is she to blame?

Is it true that every violent storm in the heart leaves ineffaceable marks of its ravages, as in nature?

It is a winter noontime in a district school. The big boys are snowballing in and out of the schoolroom, for the teacher has gone home to dinner.

As the cannon ball to soldiers, so is the large snowball to timid children.

The little ones long to eat their dinner, to leave the room, to play away their tiredness as the older scholars are doing, but they are afraid of the snowballs, and they sit and suffer through a child's long hour, a week long in seeming.

All the weary afternoon they dread the home-going and fresh snowballs. They wish the teacher went their way. They listen to the singing and the saying of beautiful things about the snow, but they do not associate the words with the dreaded school snow.

At four o'clock the teacher warmly wraps the children, kisses them good-bye, and wonders why they are not the light-hearted prattlers of last term. The older pupils are kind-hearted, and do not tease nor meaningly frighten the younger.

The teacher was not a fearful child, so she does not understand; yet for how much of the ill health, the nervousness, and the dislike of school that is fast developing in these little ones will she be held responsible?

Thinking back, memory finds a half-orphaned lad who has come from the city to live with a thrifty, but penurious farmer.

The farmer wears in winter the long frock that reaches below his boots. The boy of twelve dresses in the same way.

His schoolmates make no comment by look or word. They are well-bred. He is one of the teacher's bright pupils. She enjoys him and makes the most of his abilities in showing off, or advertising, her school.

The teacher is interesting in person and in methods. She draws many visitors. One day a party of boys and girls come from a neighboring town. They are stylishly dressed.

The boy in the frock is called to the front, and he stands so near the visitors that the contrast in dress is painful.

The boy's cheeks flush. He is self-conscious, confused, and ashamed. His stammering has a touch of defiance. He is a positive failure, this boy whom the teacher has thought so strong in himself, so able to accept the sad inevitables of his lot.

After school, the boy-visitor of quickest insight makes it all plain to the teacher, saying how he would feel were he in that poor boy's place. The teacher profits by the lesson, pities, and tries to atone. And the young hero, who has so long and so patiently endured his exhibition before strangers, is henceforth released from his bondage of spirit.

EVERGREENS.

BY ELLA J. DOUGLAS.

WHEN Mother Nature has stripped other trees of their foliage and all are taking their winter's sleep, the evergreen lives on in all the verdure of summer, and then is the time for its study.

During the fall, before the snow begins to cover the branches, collections of evergreens, cones, mosses, and lichens may be made by teacher and pupils.



HEMLOCK.

Place the branches of trees and moss in a pail of water and keep in the cellar until ready for use.

The most common of the evergreens are the pine, fir, spruce, hemlock, and cedar.

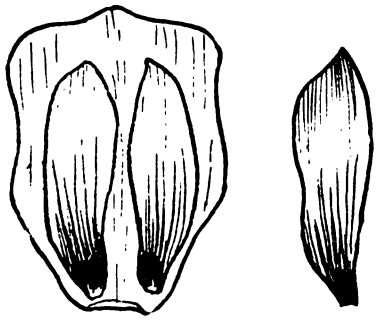
PINES.

The pine is the most numerous of the coniferous trees, and is known from all others by the needle-



PINE.

shaped leaves, which serve for foliage, having little spread of surface, but great in numbers. These are made of clusters of two or five and surrounded at the base by withered bud-scales. In the pine of the northern clime the length of the needle is three or

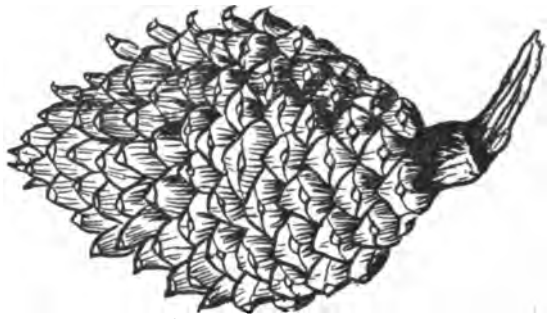


SCALE AND SEEDS.

four inches, while in the south they measure about fifteen inches.

The young growth of the tree is covered with thin chaff-like scales, the first leaves of the stem from the axils of which appear the clusters of green needle-like leaves.

The fruit of the pine is the cone, which is made up of hard woody scales. At the base of each are found



CONE BEFORE MATURING.

two seeds partly sunk in excavations. It matures the second year after flowering. When ripe the scales turn back and the seed falls out, usually carrying with it a wing which was a part of the lining of the scale. Thus it is more easily carried by the wind.

In some countries the Indians depend upon the seeds for food, and they are also eaten by animals.

The wood of the pine is very valuable for building purposes. It contains a resinous juice, which is very useful in producing turpentine, rosin, and tar.

SPRUCES.

In the spruce the leaves are short and stiff, pointing every way. They are about an inch in length and of a dark green color.

The cones hang from the end of the branches and fall the first of the winter. The wood of this tree is also valuable, and the long roots of some kinds are so fine and strong that the Indian uses them to sew his birch-bark canoe. This tree furnishes the spruce-gum of the market.

It is also very ornamental.

CEDARS.

The cedar has scale-shaped leaves and its cones are small.

There are several species of this evergreen tree, but the principal one is the cedar of Lebanon. It

is noted for its great, wide-spreading branches. It is very fragrant. It was used in the building of the palace of David and the temple of Solomon. It grows to the height of seventy or eighty feet, and continues to grow for a thousand years. There are a dozen of these trees on Mt. Lebanon which measure about forty-seven feet around the base.

MOSSES.

These are called flowerless plants from the fact that they do not bear real blossoms or seeds. They



MOSSES.

are found in all parts of the earth's surface, and constitute almost the entire vegetation of the polar regions and the summits of mountains.

Some mosses afford homes for insects in winter and food for them in the summer. It is used by the florist for packing purposes and in some countries is used for filling mattresses. Brooms are also made from certain kinds.

Collections can be made by pupils and they take great interest in seeing how many different kinds they can find. Call their attention to the dry moss and that which is found in swamps. The green moss found on rocks can be used on a sand board to illustrate the forms of land instead of sand, and is much cleaner. It keeps better by occasionally sprinkling it with water.

LICHENS.

Lichens are found in all parts of the earth where it is impossible for any other vegetation to grow. Fastening upon rocks, trees, or walls, they derive their sustenance from the air around them. They appear dull during dry weather, but after a rain seem endowed with new life. They are of a number of varieties of colors and at the equator are very gorgeous.

It is supposed by some that they were the first forms of vegetation, and growing upon the bare rocks, their decay began the accumulation of soil. They are the first plants that clothe the bare rocks of newly formed islands.

COMPOSITION WORK. — THIRD GRADE.

BY SUPT. L. H. JONES, CLEVELAND.

WHEN the class meets the requirements of the first and second grades they are ready to do much writing; that is, they may be given abundant practice in easy composing work, both oral and written, using such language forms as they are familiar with, and adding only very slowly new forms, and the grade of work increasing by very slow degrees. This is for two purposes; first, to establish a habit of formulating, *unaided,* their own conceptions, and arranging and expressing them in logical form; and secondly, to give a certain facility in the use of language, that they may be able to speak and write with confidence and ease within the limitations of their knowledge and vocabulary. Thus will they be made ready for the more complex and independent work of the fourth grade.

Every oral exercise should have in view as the threefold basis of training, (*a*) *logical arrangement of ideas,* (*b*) *construction of sentences,* (*c*) *choice of words.* If the work of the oral lessons is skillfully managed, the pupils will acquire more and more skill in writing out independently their original ideas logically, correctly, and adequately, and so grow day by day in strength and power of thought and expression.

There should be written exercises founded on these oral lessons, and following them more or less closely. In every written exercise strictest attention should be paid to correctness in the mechanical details of spelling, punctuation, penmanship, etc. We can require the highest excellence in these without interfering with the originality of thought, or individuality of expression of the child.

In order that the purposes of the work of this grade may be fulfilled, the narrations and descriptions should still be of the simplest character. Simple but excellent models of these two forms of composition should be studied with the children orally, and sometimes reproduced in the written exercise by way of giving a standard. Care must be observed that the inventive compositions be not too long nor too complex. The narrations should not include too many incidents; the descriptions should follow one of these lines — description by parts, and description by attributes. The second form of description will require special study on the part of the teacher.

The composition work of the first three primary grades forms a unit, in that the work from the first to the third grades follows the same line, deals with the same phases, is based on the same subject matter, and is of essentially the same elementary character, differing not in kind, but in degree only.

The work of the third grade will constitute a rounding up of these lines and phases of work; the training and practice will be of such a character as shall make the pupils ready for the differentiation in method and character of the work of the fourth grade. In order, therefore, that her work shall be thus unified and completed, the teacher will need to be thoroughly familiar with the work of the two grades below.

The pupils completing the third grade should be

able to write good descriptions and narrations of a simple character and within the limitations of their knowledge and vocabulary. There should be a fair degree of merit and correctness in the logical arrangement of ideas and construction of sentences, and also in the details of spelling, punctuation, capitals, penmanship, etc.

WHAT CHILDREN SHOULD READ.—VI.

BY MRS. ALICE W. COOLEY,
Superintendent of Primary Schools, Minneapolis.

I have left until the last the path that will be one of the first chosen by the children. It is crossed and recrossed with the path of fancy, though each is distinct. On the sign board is written "Elementary Science"; but the children know it by no such formidable name. To them it is the wonderful field of soil and rocks, alive with plants and animals, guarded by sun, moon, and stars—the place of all others to unite the poetic, imaginative thought with the more marvelous and fascinating truth. "The poetry of earth is never dead." Nature is the realm of both poet and scientist. Twice blessed the one who sees with both.

Professor Hodges, of Utica University, says: "Of books of science for children, Arabella Buckley's are emphatically the best. They are well written, poetic, entertaining, and, at the same time, scientifically correct in every fact." Her "Fairy Land of Science" is a collection of lectures or talks given to children. Among the subjects are Sunbeams, Air, Water, and Ice as sculptors, Sound, Life of a Primrose, History of a Piece of Coal, and Bees. These indicate the wide range. "Life and Her Children" and "Winners in Life's Race" are by the same author. In Kingsley's "Madam How and Lady Why," as the name indicates, we meet the common phenomena of nature with the "how" and the "why." He says: "The more you try now to understand things, the more you will be able hereafter to understand men and that which is above men." The three volumes, "Seaside and Wayside," by J. M. Wright, open the eyes to the wonders by the way, as does Mary Treat's "Home Studies in Nature." "Starland," by Sir Robert Ball, is a series of simple and interesting talks to young people about the wonders of the heavens. "Real Fairy Folks, or Explorations in the World of Atoms," is (so says its author, Lucy R. Meyer) "an honest effort to make children love the beautiful science of chemistry, and to lift their thoughts in trustful reverence to the One who holds in his hand the atoms as securely as he holds the worlds."

Other books of this class are: "Fairy Frisket, or Peeps into Insect Life," and "Fairy Know-a-bit" (A. L. O. E.); "Friends in Feathers and Fur," "Neighbors with Wings and Fins, Claws and Hoofs, Paws and Claws," "Cats and Dogs" (Johonnot); "Little Folks in Feathers and Fur" (Miller).

Of interest and help to older children that are watching birds and studying their habits are Margaret Miller's "My Saturday Bird Class," Olive Thorne Miller's "Little Brothers of the Air," Grant's "Our Common Birds and How to Know Them." They will also get much pleasure and inspiration from Burroughs' books and Bradford Torrey's "A Rambler's Lease." J. E. Taylor's "Play Time Naturalist" has a good chapter on toads and bugs. Mrs. Dana's "How to Know the Wild Flowers" is a treasure to boys and girls that love flowers, but have, as yet, little technical knowledge of botany. The flowers are simply classified by colors, and there are many illustrations.

Among the stories of animal life, the young ones will enjoy Lily Wesselhoft's "Sparrow, the Tramp," and "Flip Wing, the Spy." In Mary Bamford's "Thoughts of My Dumb Neighbors," a bird, flea, butterfly, goat, ant, dog, bat, etc., are the neighbors. Each tells its own story. Like Anna E. Chase's "Stories from Animal Land," it will "awaken that loving interest that will insure kindness to harmless living creatures." "Black Beauty" is a masterpiece in this line. It has been called the "Uncle Tom's Cabin" of the horse. Florence Bass has two small volumes, "Nature Studies for Young Readers." They are very simply written, for beginners in reading. (Vol. I, Plants; vol. II, Animals.)

Every little one that loves a cat will enjoy over and over again Helen Hunt Jackson's "Letters from a Cat." The little mistress, being away from home, receives some letters purporting to be from the dear pussy left behind. "Story of Puff," in which the canary bird expresses his views of life, might be considered a companion piece, though not by the same author. Æsop's fables easily lead in this line of literature. Through the story of imaginary words and actions of animals, the moral truth makes its impression. Stickney has a good edition. "Four Feet, Two Feet, and No Feet" (L. E. Richards) is a fairy story introducing animals. "Queer Little People" (H. B. Stowe) contains stories of squirrels, birds, dogs, cats, insects, and other occupants of animaldom. Many of Andersen's fairy tales and many of the stories of mythology relate to plants and animals.

In Mara Pratt's "Fairy Land of Flowers" and "Little Flower Folks," and Hale's "Little Flower People," we find the elementary facts in botany, many illustrations and descriptions, with characteristics of plant life, all interwoven with related story and legend in prose and rhyme. Sophie Herrick's "Chapters in Plant Life," Bergen's "Glimpses at the Plant World," Gray's "How Plants Behave," and Jane Newell's "From Seed to Leaf" and "From Flower to Fruit" are all excellent. "The Flower People" (Mrs. Horace Mann) fills us with love for the pure snowdrop, the bright crocus, the gentle anemones and violets, as they tell their story to little Mary, who cares for them.

A search through the poetry of Tennyson, Longfellow, Bryant, Whittier, Lowell, H. H., Lucy Larcom, Mary Howitt, the Cary sisters, Celia Thaxter, Mrs. Hemans, Mrs. Browning, and others, will disclose may gems surprisingly enjoyed and appreciated by children. Two books unreservedly and unqualifiedly recommended, both for purity of thought and purity of style, are Mrs. Gatty's "Parables of Nature" and Jane Andrews' "Stories Mother Nature Told Her Children."

For those that desire to help children to the best use of the best books, I know of no more helpful and suggestive work than Mary E. Burt's "Literary Landmarks."

Primary Reading.

ABRAHAM LINCOLN.

BY KATHERYN LIVINGSTON.

A LITTLE log-house once stood in the woods of Kentucky.

There were great cracks between the logs and the rain and wind came into the house.

There was an opening for a window and one for a door.

Over these were hung skins of wild animals for curtains.

The ground was the floor.

The table and stools were made of the boughs and bark of trees.

One cold day in February, 1809, a little baby boy came to live in this house.

His name was Abraham Lincoln.

He loved the woods, the birds, and the flowers.

Sometimes he took long walks with his father to shoot wild turkeys.

His mother told him beautiful stories from the Bible.

She made him a little coat from the skin of a bear that his father shot.

She made him warm shoes and a fur cap.

In summer Abraham had no shoes. He went barefoot.

At last he was old enough to go to school.

Men and women went to this school also.

They had lessons from only one book,— a spelling book.

Little Abraham studied so hard that he soon reached the head of his class.

He used to write his words at home on a shovel. This was his slate.

For a pencil he used a charred stick.

Sometimes he wrote his lessons on the bark of trees with a sharp-pointed stick.

All the children loved Abraham Lincoln.

He was an honest boy.

He was kind to everyone, even to the birds and animals.

He liked to make speeches.

He would stand up on an old tree-stump and make speeches to his playmates, while they sat upon logs or upon the ground.

He often told very funny stories.

He was a good-natured boy, but he had to word hard.

He helped his father chop trees, split wood, clear up the brush, milk the cow, and sometimes shoot turkeys.

At last they sold the little log-cabin and Abraham's father made a raft so they could go down the river to another place.

There were no steamboats or railroads there.

When he was older he went to a place where he saw many colored people.

He saw that white people bought and sold the black people.

Sometimes the children were sold to go far away from their fathers and mothers.

Sometimes they were whipped.

Abraham Lincoln was sorry for them.

He wished he might do something for them, but he was only a poor boy and was often laughed at by others.

He studied hard.

He liked to read.

Once he walked twelve miles to borrow a book.

Then he came home and burnt one shaving at a time so that he could see to read the book through that night.

He said some very wise things.

The people of to-day like to know what Abraham Lincoln thought about many things.

He made true, earnest speeches to the great men.

The people trusted him.

Some people who had laughed at his flax and tow-linen trousers and his pot-metal boots were sorry now.

They invited Abraham Lincoln to go and help make the laws for his state.

He was so just, so true, and so noble that they made him president of this country.

The people of the country did not agree, and there was a long war.

The men of the country helped Abraham Lincoln by going to the war. There were many brave soldiers.

At last Mr. Lincoln said the four million black people shall be free.

No one could sell them now.

The people all loved him.

He was the greatest and best man in our country then.

No one can ever forget our hero, Abraham Lincoln.

KINDNESS TO ANIMALS — A READING.

HOW many of us can truly say we have always been as kind to the dumb animals as we should be?

Have some of us, perhaps, in a fit of ill-humor, kicked the cat? Have we made the dog perform feats that tire him? Have we compelled the parrot to amuse company by talking, until he was thoroughly exhausted?

Have we forgotten that these animals have feeling; that to kick them, to tire them, or to tease them, is entirely wrong?

How often have we tried to interfere with cruel boys who were stealing eggs from nests, or who were taking the nests from trees?

Those nests that it took the birds quite a time to build; nests that had become dear to the birds, as their homes; their resting places; nests that they felt drawn to as the dwelling-place of their young.

How often have we tried to give our aid to the poor bird that has been captured by the unruly boys?

I think something ought to be done to save the dumb animals from cruel treatment. We do not mean to be unkind, cruel, and heartless; we are thoughtless; that's where the trouble lies. To-day we will form a little society, and promise that

We will do all the good we can,
In all the ways we can,
To every dumb creature that we may see.

— Selected.

RECREATION IN THE SCHOOLROOM.

BY WINIFRED TAYLOR.

ONE will be amply repaid for the extra planning in having recreations in any study. Games and exercises will arouse to harder study, and cause a profitable pleasure; we are too apt to forget that "Jack" needs some "play" to make him bright.

Of course the success of the games depend more upon yourself as the leader than on the game. You must enter into it with spirit, and enjoy it with the children.

A CONVERSATION PARTY.

Procure some bristol cards and write (or let some child print) a geography subject on each card, such as Niagara Falls, Mammoth Cave, Yosemite Valley, London, Lakes of Killarney, etc., according to your course of study.

Let each child draw one card; this should be done at least a week before you intend to have the party. Each child must study his subject during the time of preparation; allow him to do it as busy work in school as well as at home, and at the public library. Have each child prepare a number of questions on his subject, perhaps write them on paper and then study them.

The time for the party having arrived, have your corresponding list of subjects ready. Give, say, New York, and ask who would like to talk about it; of course you have the name of the child, and the subject given to him on your list. It is a good plan to have, on some cards, the names of places to which you have been, or perhaps they have been, thus making it more real. In case you can only have a small party, invite only those who have been nearly perfect in their geography recitations and work the past fortnight.

If you are not in the habit of having such diversions, the children may at first appear stiff, awkward, and stupid; if so, let practice make perfect, as at every party much will depend on the hostess. Perhaps you can introduce some lessons in etiquette with your game.

The first time of giving such a party, you might put a few suggestive questions on the board during the time of preparation. This exercise can be a fine language as well as an information lesson.

A party of this kind can be quite as interesting and instructive on other subjects. Cards may be prepared with questions such as:—

"What study do you like best?"

"What is the most interesting book you have read?"

"What is the largest city you ever visited?"

"What is the most beautiful poem you ever read?" and so on.

Have no preparation in this game, simply pass the cards at the time selected, and let each pupil call on any other child he may choose to discuss the question.

TEACHING THE COMPASS.

BY ELLA J. DOUGLAS.

ONE afternoon little John, who lived in a shipping city, wandered down to the wharf where a vessel lay at anchor. He, like most boys, was interested in everything about a ship and at once began a tour of inspection. His eyes very soon rested on the mariner's compass, and he exclaimed to the captain, who stood near by, "Oh, here is the compass! I'm west-northwest."

"Why, what do you mean?" inquired the gentleman.

"Well," replied John, "we have a compass up at our school made out of boys and girls and I am west-northwest."

A visit to the school revealed the fact that the teacher, in order to more definitely fix the points of direction in the minds of her pupils, had them arranged in a circle, each bearing a name according to the point he represented. One child stood in the centre for the needle and always pointed to the one named north.

When asked to "box the compass," each responded in turn.

Sometimes the pupils would call for the different points, and in this way they are easily learned.

This exercise can be varied by asking the pupil to answer from the place where the sun rises, where it is at noon, at sunset, where in the afternoon, where it is never seen, etc.

ABOUT A FEATHER.

BY E. O. FIELD.

THE PARTS OF A FEATHER.—Have at least one perfect feather. If not too much trouble, have several of the scholars have one. The quill feather of a goose is best, but that of a turkey, duck, or hen will do.

I.—PARTS OF A FEATHER.

1. Axis, main stem, barrel, or quill; is a hollow cylinder, and is embedded in the skin of the animal.



2. Shaft, continuation of quill; is four-sided; is horny; is slightly curved; and is filled with pith.

3. Web, network of lateral expansions on either side the shaft.

4. Barbs, lateral expansions which make the web; flat sides lap over each other.

II.—KINDS OF FEATHERS.

If wise, bring a bird of some kind into the schoolroom for them to see the feathers as a whole, making an object lesson on the bird.

1. Clothing feathers, those which cover the body.

2. Quill feathers, the long feathers of the wing and tail.

3. Down, the small, soft feathers, which grow on the skin beneath the covering feathers.

III.—THE FEATHERS OF COMMERCE.

Depend at first upon the knowledge of the pupils; secondly, upon the knowledge they can gain by inquiring of parents and friends; thirdly, give them such important facts as they fail to gather.

Write the answers in the order in which they give them, and afterwards classify them.

1. Uses.—A collection of facts as they might give them:—

Filling beds.	Making old-fashioned pens
Trimming bonnets.	(show quill pen).
Filling pillows.	Making large brushes.
Making cushions.	Making dusters.

2. Varieties.—

Down, the loose, fluffy barbs attached to the lower part of almost all feathers; the real down of some birds; the very downy feathers of some birds.

Plume feathers, from water fowl and poultry birds.

Ornamental feathers, from humming birds, birds of paradise, ostrich, etc.

Save the Scraps.

The teacher should have a large manila envelope for newspaper clippings. These are manufactured expressly for letter files, but are invaluable for scraps. Each one contains twenty-six pockets labeled alphabetically. Fold your scrap to a convenient size with the title on the outside. With a blue pencil underline the principal word of the title, and put the clipping in the pocket under the appropriate initial letter.—*Intelligence.*

Rhymes for Teaching Plurals.

BY ELIZABETH B. JOHNSON.

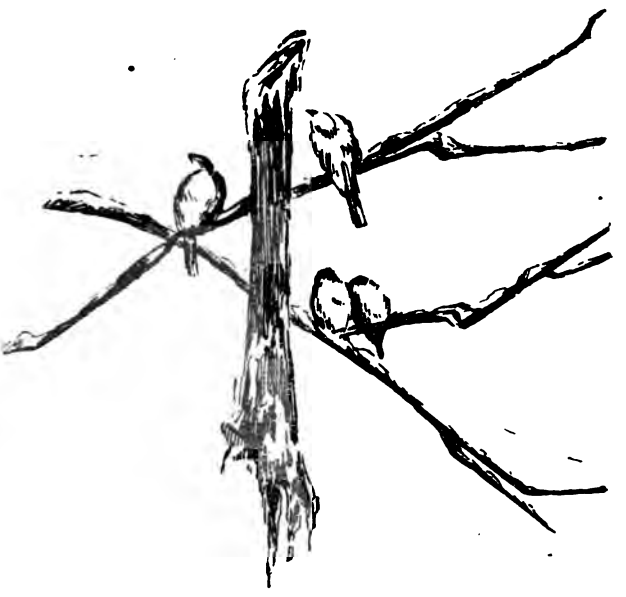
Rhymes are always of interest to the little ones. After teaching, by slow degrees, the formation of plurals of nouns to the lowest class in the grammar department, I wrote on the board the following rhymes, leaving blank the end of each line. The pupils copied the rhymes, filling in blanks *at* home:—

We cut our bread with ——.
Women married are called ——.
The baby cows are ——.
We cut apples into ——.
Men wear buttons in their ——.
Ladies in winter carry ——.
Little girls sometimes wear ——.
Old ladies wear their hair in ——.
In June we have red and black ——.
And there are many kinds of ——.
We go to school for many ——.
And learn about seas, gulfs, and ——.
We keep our pens and knives in ——.
We read in books about sly ——.
Red berries grow on trees called ——.
The faults of youth are often ——.
One ——, many ——, the word's the same.
One ——, many ——, only one name.

KEY.

Knives, wives, calves, halves, cuffs, muffs, ruffs, puffs, cherries, berries, days, bays, boxes, foxes, hollies, follies, deer, deer, sheep, sheep.

Chickadees.



Piped a tiny voice hard by,
Gay and polite, a cheerful cry,
Chick-chick-a-deedee! Saucy note,
Out of sound heart and merry throat,
As if it said, "Good-day, good sir!
Fine afternoon, old passenger!
Happy to meet you in these places,
Where January brings few faces."

Emerson

Our Heroes.

WASHINGTON AND LINCOLN.

BY ELLA M. POWERS.

OUR GREAT HEROES.

Recitation.—

No countries have the heroes
So loyal, good, and great,
As Washington and Lincoln,
Whose births we celebrate.

Their hands to help were ready,
Their judgments keen and true;
Long may they live in memory's halls,
Their deeds each year renew.

We celebrate each year with love
Their birthdays far and near,
Our flags and banners wave on high,
For honored names so dear.

THE CROWNING OF OUR HEROES.

[A bust of Washington should be on one side of the platform, and one of Lincoln opposite. (If busts be unavailable, have a large picture of Washington and Lincoln on an easel at the right and left.)]

Four pupils march in singing the following words to air: "America":—

We march with hearts so true,
Our tributes we renew,
To heroes dear;
Their lives we emulate,
We crown them good and great,
Each year we celebrate
Their lives so dear.

Pupil, holding a wreath of evergreens, steps forward before the bust (or picture) of Washington and recites:—

O glorious Washington, thy face we view,
So strong to think, to act, to speak;
A soldier, wise;—a leader, true;
A man whom all the world would seek.

Ready for duty to God and man,
To country and for the country's good;
To fight for liberty and wisely plan
An independent brotherhood.

So Washington I now will crown
With evergreens so fair,
Unfading shall be his renown,
Our love for him declare.

All repeat.—

And ever anew our hearts shall love
His glorious deeds, his life, his name;
And ever anew our voices sing,
In loyal praises of his fame.

A second pupil with wreath of evergreen steps forward to the bust (or picture) of Lincoln.

O Lincoln! Great and wise and good,
Our gratitude to thee is due;
A man beloved and understood,
So just, so loyal, and so true!

Struggling, striving, pushing onward,
Ever doing what seemed best;
Guarding, guiding, planning union,
Peace, and love, and rest.

So now, our Lincoln, I would crown,
With evergreens so fair;
And may his name forever live,
Our love for him declare.

All (with school) repeat.—

And ever anew our hearts shall love
His glorious deeds, his life, his name;
And ever anew our voices sing,
In loyal praise our hero's fame.

All sing third stanza of Hail Columbia:—

"Sound, sound the trump of fame!
Let Washington's great name
Ring thro' the world with loud applause,
Ring thro' the world with loud applause!
Let every clime, to freedom dear,
Listen with a joyful ear;
With equal skill, with steady power,
He governs in the fearful hour
Of horrid war, or guides with ease
The happier time of honest peace.

Chorus.

Firm united let us be
Rallying round our liberty,
As a band of brothers joined,
Peace and safety we shall find."

All exeunt.

EXERCISE BY THE SCHOOL.

Boys (with flags waving).—

We wave our country's flags on high,
We're steadfast, each a loyal son,
We cheer those names that will not die,
Our Lincoln and our Washington.

Girls (waving handkerchiefs).—

We join our cheers for heroes brave,
Praise courage firm and faith sublime,
Each gave his life our land to save,
We'll praise those names in every clime.

Boys.—

No bells e'er pealed such tidings grand,
As those on Independence morn,
The echoes rolled from strand to strand,
For Liberty and Washington.

Girls.—

Again bells rang for slaves now free,
For union and for Lincoln true,
States unite from sea to sea,—
O cheer the red and white and blue.

Song (school), air: "March from Faust."—

"Glory and love to the men of old;
Their sons may copy their virtues bold;
Courage in heart and a sword in hand,
Yes, ready to fight or ready to die for Fatherland.
Who needs bidding to dare by a trumpet blown?
Who lacks pity to spare, when the battle is won?
Who would fly from a foe, if alone or last?
And boast he was true, as coward might do,
When peril is past?

(Repeat first four lines.)

CHEERS FOR THE UNION.

"Lincoln! We love the household name,
Thou'rt lost to earth, but not to fame;
And now for our union grand and free,
Let us give three cheers, one, two, and three,
Hurrah! Hurrah! Hurrah!

NATURE STUDY FOR THE WINTER MONTHS.

PRIMARY GRADES.

BY A. C. BOYDEN,
Bridgewater Normal School.

ANIMALS IN WINTER.

MANY conversational exercises may be had with the children on the adaptation of the different animals to the cold of winter. Such lessons should lead the children to express their thoughts and feelings freely about the protective care that guides the habits of these animals. These bring the children into sympathy with animal life, with its habits. Some suggestive questions will lead the way to many interesting thoughts,—Where have the insects gone? (Many caterpillars are in cocoons; butterflies, moths, and many other insects laid their eggs and died; some bees and wasps are sleeping in warm places, etc.) Where are most of the birds? Which birds are with us for the winter? This latter question will lead them to be on the watch for the birds such as sparrows, crows, woodpeckers, blue-jays, etc. Where do they live? How do they keep warm? What do they find to eat?



CHICK-A-DEE-DEE.

What animals sleep all winter? Turtles and frogs are down in the mud of the ponds, snakes and toads have burrowed into the ground and gone to sleep. These facts illustrate the power of adaptation to surroundings, animals that cannot go to a warmer climate and that cannot bear the cold of winter are led to seek a comfortable place, where the long sleep of winter prevents any suffering from cold.

Most of the domestic animals are fitted to withstand the cold by the growth of a new warm covering of hair, fur, or wool. In the summer this covering is shed, so that the heat shall not be felt too much, and the feathers of the birds are moulted, but as cold weather comes on the new covering grows. These facts are intended to impress the thought of adaptation to climate, one of the great truths of animal life. A collection of pictures of different animals in their homes will add to the interest and often suggest new questions for thought. The object of these lessons is not zoology, but rather a child-like appreciation of animal life.

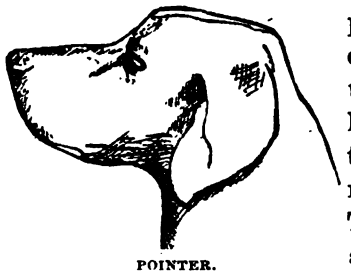
FIRST YEAR. FLESH-EATING ANIMALS.

The common domestic animals are the best as a starting point, then by pictures others can be introduced. Emphasis is placed on the animal habits, introduced by some suggestive question. How animals get their food. The cat has soft, tough cushions on the bottom of her paws, these help her to quietly crawl up toward her prey till she is near enough to spring. She has sharp claws, five on the front feet and four on the hind feet, these can be drawn in and out of sheaths, and so can be quickly used in seizing the food or in climbing for it. The sharp teeth in front are fitted for cutting the flesh, while the long pointed teeth are used for tearing the food in pieces as well as holding the smaller animals in her mouth, and the back teeth have pointed tops to aid in crushing the food. All the teeth are made for eating flesh; this may be still further impressed by comparison with the human teeth.

In finding the food the bright eyes are used especially in the night, when the smaller animals are many of them running about, or in dark places where they have their nests. Observe the pupil of the eyes, when it is a vertical slit, and when it opens in a large circle. The cool, moist nose can smell very keenly, and the long, sensitive whisker hairs about the mouth help her find the way in dark places. The erect ears are ready to hear the slightest scratching of a mouse. All these things make the cat a good hunter for us. The rough tongue is used not only for cleaning her fur, but in cleaning the bones of all the meat and in lapping water and milk.

Pictures of flesh-eating animals of the cat family will illustrate the same characteristics—the lion, tiger, panther, etc. The children should try to find in the pictures as many of the parts of the cat as they can. Why are these animals more dangerous than the cat? They are larger and stronger, and can crush much larger animals; they are fiercer and cannot easily be tamed. Where do they live? In the warmer countries, in the forests, and some of them spring from the trees on unsuspecting animals; they are very wild and often do a great deal of damage by coming at night around the settlements. Men who are off among the forests have to be on their guard all the time.

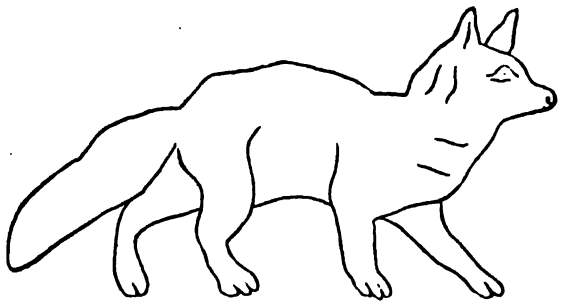
The dog will serve as a basis of comparison with the cat family. The same tough cushions are on the paws, but the claws are not as sharp, neither can they be withdrawn into sheaths. The dog rushes for his prey, running long distances, digging into the holes, and finally holding it in its strong teeth. He hunts more in the day time. The same keen scent and quick hearing make it an excellent hunter for us. But the dog can be trained to go with us and hunt, hence becomes more useful than the cat. His intelligence makes him a good watch for us during the night, for he not



POINTER.

only is keen to scent danger, but he can tell his feelings by the different barks and calls. The teeth are used in a manner similar to the cat, except that the hind teeth are used some for grinding, but the tongue is smoother, and in warm weather it is held out of the mouth, probably to aid in perspiration.

Other members of the dog family are somewhat familiar through pictures and stories—the wolf with his savage habits, the fox with his cunning. All of



FOX.

these lessons impress the children in a natural way with the thought of the adaptations of the parts to the life habits. Particularly interesting is the application of these lessons in stories and pictures of the Esquimau dogs. Considerable is possible in interesting the children in the life of these people of the North—their houses, how built, furnished, and warmed; the dogs as trained to draw the sledges; the boats and weapons used in hunting the bear, seal, and walrus; the dress and sports of the children. Stories of the sagacity of the St. Bernard dogs in saving travelers lost in the snow add still more to their appreciation of the usefulness of the dog to man. Passing to warmer climates, there are pictures of the shepherd dogs herding and protecting large flocks of sheep. The nature spirit of this teaching is that intense sympathy for animal life which comes from this closer knowledge of the habits and life. A great many pictures can be contributed by the children. The free oral expression will lay the foundation for later lessons in written form.

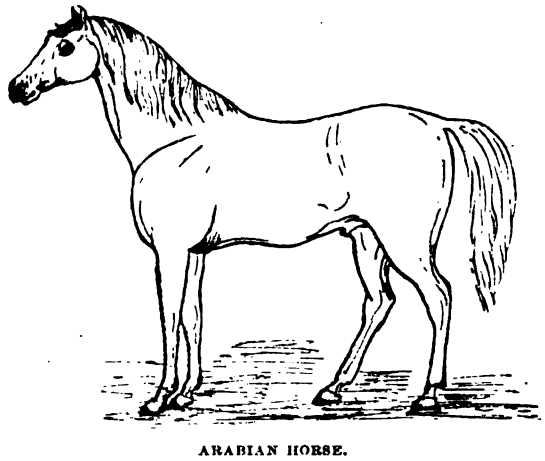
SECOND YEAR. GRASS-EATING ANIMALS.

A review can be taken of the flesh-eating animals, and much written expression of the facts be used. This serves as an excellent preparation for the comparison with the grass-eating animals. Pictures brought in by the children may be pasted on the papers used for written sentences, and thus increase the interest and value of the expression.

Of the grass-eating animals the most familiar will be the horse, cow, or sheep. As others are thought of that have come into the experience of the children a simple list may be written on the board, and pictures of these that are brought may be hung up beside the list. Among these may be deer, goats, giraffe, camel, buffalo, antelope, moose, zebra, rhinoceros, elephant. Children are interested in new animals, and pictures are available in all of these cases. The bear is an intermediate form, feeding both on flesh and vegetable food.

How these animals get their food and eat it. Use the observation of the children, supplement by use of pictures and diagrams on the board. The horse uses his flexible lips to bring food into his mouth, then the sharp cutting teeth bite it off, while the large rough hind teeth grind it into fine pieces. The long sharp teeth, such as the cat and dog had, are not needed by the horse for tearing his food. The long tongue is used in putting the grass into place in the mouth. In the cow the upper front teeth are not present, hence the long tongue is used in twisting off the grass, pressing it against the sharp lower teeth. Explain chewing the cud. The same is true of the sheep, goats, and deer. The thought to be emphasized is the fitness of the teeth of different animals for their food, and the thought can be broadened to other animals the children know—the bill of birds for picking up seeds, the small teeth of fish for holding slippery little fish, the gnawing front teeth of the squirrel used in eating nuts, etc. After the free oral exercises many simple descriptive sentences formed by the children may be used for copying, or from lists of words the children may make their own sentences. Other forms of language exercises appropriate to the grade may be used.

Hoofs. This peculiar formation of the foot adapted to its life makes the animal still more interesting. The number of hoofs on different animals should be noticed, the horse has one large one, while most of the others have a double hoof on each foot. The oxen have large strong hoofs that make them useful to us in drawing heavy loads; the deer, sheep, and goats have smaller ones that help them in running fast; the horse has the single hoof that is strong, and we can drive him over the road with heavy loads. All these animals can travel easily over hard and rough places in search of their food. The hoofs are like the nails on our fingers and toes, hence the animals walk



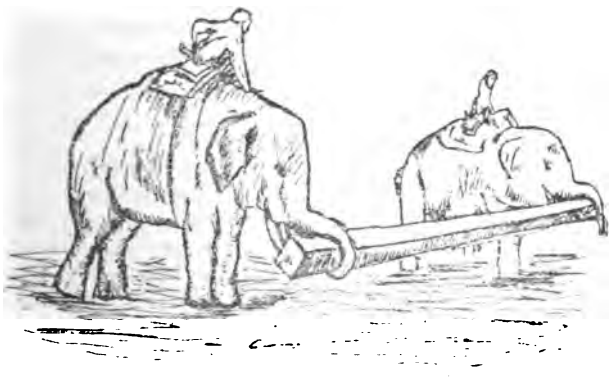
ARABIAN HORSE.

on the tips of their toes; the hoofs can be cut as the nails are, and we can drive iron nails into them to hold the shoes on. The animal is fitted not only for his own life, but also fitted for man to use as he needs him. This thought of the fitness of the limbs for

use can be expanded to other animals—the claws of birds, the fins of fish, claws of lobsters and crabs, etc. Encourage the children to freely express their feelings of the fitness of the parts.

What animals know and can do for us. Let the children describe their pets or home animals, telling how much they seem to know and understand, how they express their wants and other feelings. By suggestive questions certain lines of thought can be started.—Why is the horse so useful to us? What are the different things we get from cows? Which is the more useful to us, the sheep or goat? Why should we be kind to animals? The answers will furnish abundant material for some of the regular language exercises for the purpose of increasing the child's vocabulary. Many of the reading lessons may serve as occasions for teaching new points about animal habits.

Animals of other countries. By pictures and stories the interest may be broadened. These stories should be reproduced by the children. The camel is the animal fitted by his softer hoofs for walking long distances over the hot sands of the deserts carrying men and loads. Some other prominent facts can be seen from the pictures—the long legs, the hump of fat on the back, the long neck by which the tall animal can reach up or down for its food, the large lips by which it picks up the food. The gentle disposition makes it possible to train the animal for great usefulness to the people of those countries The meat is used for food, the milk for drink, and the hair for cloth.



ELEPHANTS CARRYING TIMBER.

The elephant is attractive because of the long trunk which has on its end an appendage which serves as a sort of finger for picking up its food. This trunk is very strong, and the elephant uses it for many things, it smells with it, touches things to find out about them, it defends itself with it. The trunk takes the place of the long neck, which some of the other animals have. The long tusks are the pointed teeth of the upper jaw, and are useful in defence. The ivory made from these tusks is very valuable Pictures will show what heavy loads the large body carries. Often men use the elephants in hunting other animals, the thick skin protects them from their attacks. The broad foot is fitted to bear up such a huge body. The animal is so docile that it can be trained to do a great deal of work in carrying loads, drawing timber, etc.

The reindeer, with its long and branching antlers, is another very interesting animal of the cold countries. It is used by the people of these places as the horse, cow, and sheep are used by us. It is trained to draw heavy loads over the snow on the sledges, and it can travel very fast and for long distances. The deer feeds on moss and lichens, which it finds beneath the snow by digging with its hoofs. The meat is used for food, the milk for drink, the skin for tents, the hair for cloth, and the bones for tools. A very useful animal.

The facts about these animals should be woven into interesting stories and told to the children. They should be encouraged to talk freely about the animals, and finally reproduce much of the story. The purpose is to impress the value of the domestic animals to man, and the perfect fitness of the animals to their surroundings.

Supplementary Reading in Cleveland.

FOURTH GRADE.

Anderson's Stories. Alcott's Little Men. Century Book for Young Americans. Dunton's Our Own Country. Edgeworth's Waste Not, Want Not. Giberne's Among the Stars. Hawthorne's True Stories of New England. Kingsley's Water Babies. King's The Land We Live In. Saunders' Beautiful Joe. Scudder's Fable and Folk Stories. Sewell's Black Beauty. Wright's Seaside and Wayside.

FIFTH GRADE.

Alcott's Little Women. Burroughs' Sharp Eyes. Burroughs' Birds and Bees. Defoe's Robinson Crusoe. Dunton's Our American Neighbors. Fiske's War of Independence. Hawthorne's Tales of the White Hills. Hawthorne's Tanglewood Tales. Holmes' Grandmother's Stories. Irving's Rip Van Winkle. King's This Continent of Ours. King's Rocky Mountains. Longfellow's Hiawatha. Ruskin's King of the Golden River.

SIXTH GRADE.

Buckley's Fairy Land of Science. Boyesen's Modern Vikings. Butterworth's Zigzag Journeys in Europe. Dickens' Christmas Stories. Dunton's Modern Europe. Hale's Man Without a Century. Hawthorne's Wonder Book. Kingsley's Madam How and Lady Why. Longfellow's Courtship of Miles Standish. Stowe's Uncle Tom's Cabin. Under the Southern Cross. Warner's Being a Boy.

SEVENTH GRADE.

Bolton's Famous American Authors. Bulfinch's Age of Chivalry. Church's Stories of the Old World. Cooper's Last of the Mohicans. Fiske's Washington and His Country. Irving's Sketch Book. Longfellow's Evangeline. McCook's Tenants of an Old Farm. Scott's Lady of the Lake. Taylor's Boys of Other Countries. Ten Great Events in History. Whittier's Snow-Bound.

EIGHTH GRADE.

Abbott's Naturalist's Rambles About Home. Ballou's Footprints of Travel. Black's Story of Ohio. Dickens' Tale of Two Cities. Dole's American Citizen. Fiske's Civil Government. Holmes' My Hunt After the Captain. Hughes' Tom Brown at Rugby. Lowell's Vision of Sir Launfal. Scott's Ivanhoe. Scott's Lay of the Last Minstrel. Shakespeare's Hamlet. Stoddard's Life of Lincoln. Tennyson's Enoch Arden. Thoreau's Succession of Forest Trees. Warner's A-Hunting of the Deer. Washington's Rules of Conduct.

* HAPPY NEW YEAR. *

New Year Exercise.

(For eight children.)

BY L. F. ARMITAGE.

All.—The New Year is coming, is coming,
He's here at the door, they say;
We'll give him a hearty greeting,
Oh, happy may be his stay!

1. And what shall we give to the New Year,
Who will stay with us many a day?
2. Let us give to him sweet, smiling faces,
Happy hearts in our work or our play.
3. Let us give to him hands that are willing
Whene'er there is work to be done.
4. Let us give to him feet swift and ready
On errands of mercy to run.
5. Let us give to him hearts pure and holy,
That love only the good and the right.
6. Let us give to him lips that are truthful,
That in evil words take no delight.
7. Let us give to him strong, earnest boyhood,
And girlhood brave, tender, and true.
8. Let us give him unselfishness, patience
And gentleness, these are his due.

All.—And then, when his days have been numbered,
And another we see drawing near,
We can say, "We've been friends true and faithful.
A tender farewell, dear Old Year!"

Song (Air: "America.")

Now comes the glad New Year,
To be a friend most dear,
If true we prove.
As glides the time away,
We'll give him day by day,
In all we do or say,
Kindness and love.

January.

I'M little January;
Perhaps you do not know
How far I've come to greet you,
Across the fields of snow.

Perhaps you weren't expecting
I'd be so very small;
Perhaps you're almost wishing
I hadn't come at all.

I've several little brothers,
And little sisters, too;
And every one is coming
To make a call on you.

But I got ready quickly,
And came right straight off here,
To be the first to greet you,
This happy, glad new year!

—Jessie Davis, in Child-Garden.

New Year's Morning.

GLAD New Year! O glad New Year!
Dawn brightly on us all,
And bring us hope our hearts to cheer,
Whatever may befall.

On thee, old year, O past old year!
Our lingering looks we cast,
Ere thou dost all our actions bear
Into the shadowy past.

For all the joy and happiness
To us this past year given,
For all the love and blessedness,
For all good gifts from Heaven,
For all the care and sadness, too,
And hearts by sorrow riven,
As well as for all gladness true,—
Our highest thanks be given.

Then welcome, welcome, glad New Year!
Dawn brightly on us all,
And bring us hope our hearts to cheer,
Whatever may befall;
Bring patience, comfort, gladness, rest,
Bring blessings from above;
Bring happiness,—the highest, best,—
To us and those we love.

—Selected.

The Jolly Young King.

THERE'S a jolly young fellow, so blithe and merry,
Who goes by the name of —— "January."
He keeps out of sight
Till a certain night,
When old Father December
Lies low on his bier,
And his crown, you remember,
Awaits the New Year.

This little new king, as he steps to his throne,
Makes many a promise that he will atone
For the faults of the old year, or many or few,
And no doubt the gay fellow does mean to be true
To each and to all.
But the best of us fall;
And so it turns out
That the New Year, you see,
Though he daily grows older,
No wiser grows he.

And so, laden with many a sorrow and tear,
He, too, leaves his throne, and there reigns a New Year.

But here's to the health of the merry new king!
To his true, loyal subjects new joys may he bring!
May the months be so glad
That no heart may be sad!
May peace and prosperity walk hand in hand,
And doubt and perplexity flee from the land.
For "A Happy New Year!"
Cries young January;
"I'm coming! I'm here!
Let all hearts be merry."

—Mary D. Brine.

"O New Year! New Year! so glad and free,
What will you bring in your arms for me?
Here I stand, waiting to bid you good-speed,
What will you bring me, of all that I need?"

"Now is the time to begin to do right;
To-day, whether skies be dark or bright;
Make others happy by deeds of love,
Looking up, always, for help from above."

"Fair with deeds of kindness
Be thy year begun,
Bright with love unfading
Be it's setting sun."

New Year.

MERRY, Merry Christmas, passed away,
"Happy, Happy New Year!" shout to-day.
Happy, Happy Old Year, nevermore
Shall we taste the pleasure past and o'er.

Gleaming on the hill-side, shining bright,
Comes the New Year's sunshine, golden light.
When the happy seasons pass away,
May there be for us no darker day.

Forth all people straying, here and there,
Careless, happy greetings, ev'rywhere.
There is no repining, all is cheer.
Shout aloud to hail the glad New Year.

—Selected.

PRIMARY NUMBER WORK.

BY A. W. MORRISON.

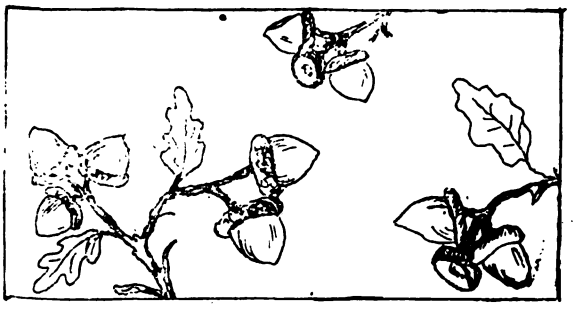
BUSY WORK AND DRAWING CARDS.

ALL teachers acknowledge the value of a drawing upon the blackboard. The little ones are interested even if the illustration be but a rough sketch. Some teacher will say: "I cannot draw." Try it. The children's pleasure will excuse many false strokes. We recall one teacher who tried to draw a cat. Her attempt was a painful failure. The class looked puzzled until one little girl's face brightened and she said, "I guess it is a wild cat." All the children agreed upon that, and the lesson proceeded in a happy manner.

Let the straight lines and curved lines mean something to the child. They may be made to represent something, and children will delight in seeing the teacher draw. The added interest and attention from every pupil is well worth the attempt. The drawings may be made to serve several purposes. Once drawn, a series of little pictures may be often referred to in the number or story work, and may remain upon the board several days for drawing or sewing. Let the children make stories about the acorns if these be drawn.

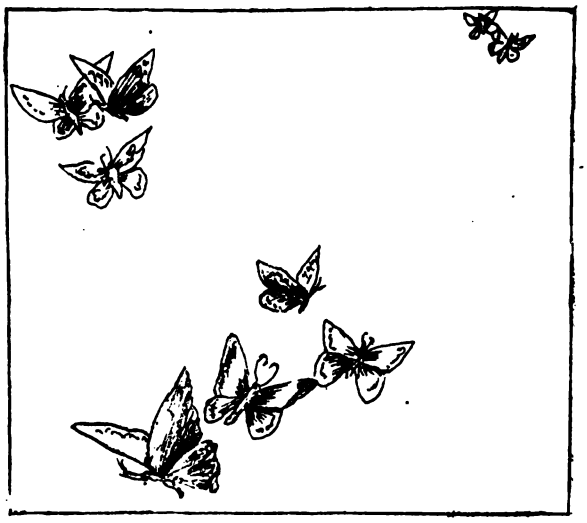
The little seed baby, how it grew, what it saw, it's life as an oak tree, and all its adventures.

Butterflies will suggest new stories every day to the little minds.



The pictures should all be simple in outline and of such a character that they may be used in number work, drawing, story building, and busy work.

How many clusters of acorns in the picture?
How many acorns in all?
How many acorn-cups?
How many acorns and cups together?
How many leaves?
Draw all the acorns on one branch.
Prepare and sew cards in shades of brown and green.



How many groups of butterflies?
How many butterflies in the lower group?
How many wings has each butterfly?
How many wings in all?
Draw all the butterflies in one group.
Prepare white cards and sew in yellows.



How many baskets of flowers?
How many flowers in the first basket?
How many flowers in the second basket?
How many flowers in all?
How many petals in each flower?
Draw a basket large enough to hold all the flowers.
Draw all the flowers in one basket.
Prepare white cards and sew baskets in light brown, flowers in pink and violet.

For the Blackboard.

In many schoolrooms the children look forward to the appearance of the new calendar with interest and pleasurable anticipation.

The calendar may be of great assistance in giving the children an idea of the passing of time, and in celebrating the great events which have occurred on certain dates.

It is also an excellent means of registering the last snow fall, the appearance of the first bluebird, etc.

Sunshiny days may be marked off at night with yellow crayon; rainy days with little dashes of white chalk; a snowfall may be remembered by dots of white sprinkled over the date.

Upon the appearance of the first bird, flower, tadpole, or insect, commemorate the event by erasing the figure of the date, and substituting a sketch, either in white or in colored chalk, of the "friend" which has just returned. — Exchange.

TIMELY TOPICS.

TIMELY TOPICS.

THERE are several features of the result of the presidential election that satisfy all parties. One is that it was so soon known. This early settlement was fortunate for the country. The issues were so grave and had been so hotly contested, that there was need of both a prompt and a decisive verdict. We had both. Another occasion for congratulation was that there was no solid West against a solid East, or a solid South against a solid North, with the consequent sectionalism and estrangement.

The returns show that the next house will have 205 Republicans, 137 Democrats, and 15 Populists. The present house has 252 Republicans, 92 Democrats, and 10 Populists and free silver men, with three vacanies. In the new house the division upon currency questions will run more closely along party lines than in the present. Only five of the members classed as Republicans are free-silver men; and only two of the members classed as Democrats are sound money men. On questions affecting the currency, an anti-silver majority of forty-seven may be counted on.

It is not likely that congress will do any political legislation during the short session. Congress could not agree before upon the tariff or currency or methods of increasing the revenue; and it is not to be expected that they will agree now.

The first measure to be taken up in the senate is the bill for the restriction of immigration. It is proposed that aliens who are unable to read or write in any language shall not be permitted to land, to swell the population of our slums and ultimately to crowd our jails and poorhouses.

Thanksgiving Day, which was once distinctively a New England observance, has become a national custom. This year Canada has designated the same day for the purpose.

In his speech at the lord mayor's banquet, Lord Salisbury gave the first official announcement that the controversy between England and the United States over Venezuela was at an end. England had professed willingness to arbitrate the matter of the boundary, if districts settled by English colonists were excluded from consideration. But there was wide room for difference of opinion as to what constituted a settled district. It was finally agreed that actual and exclusive possession for fifty years should constitute settlement.

This leaves the field of arbitration almost unrestricted, because there is very little of the territory in dispute to which a title gained by occupancy for fifty years can be shown. The treaty provides for the appointment of a board of arbitration composed of five members. Two of these are to be designated by the lord chief justice of England, and two by the chief justice of the United States. The fifth is to be King Oscar of Sweden, or to be appointed by him.

Venezuela has no representative on the board. This shows that the controversy is one between England and the United States. England concedes that there is virtue in the Monroe doctrine, and President Cleveland's policy in the matter has been vindicated.

There have been no further developments on the part of England in the Armenian question. In France there have been no such demonstrations of popular pity and indignation as in England, but this may be explained by the fact that in matters of foreign policy France follows Russia. When the Armenian question was brought up in the French chamber of deputies, the minister of foreign affairs stated that one of the results of the recent visit of the Czar to Paris had been a precise exchange of views in regard to Armenia, and he hinted joint pressure by Russia and France upon the Sultan. This seems to have had some effect, and the powers believe that a genuine reform is at last about to be made.

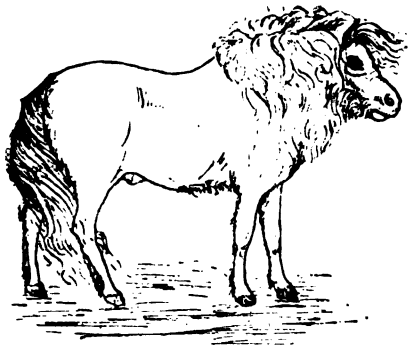
The continued failure of Spain to put down the Cuban rebellion, coupled with the near approach of the session of congress, has caused a revival of talk about the recognition of belligerency by this country. But there are strong reasons for deprecating such a move, if it were contemplated. Spain's responsibilities would be lessened, our risks would be increased, and Cuba would probably lose more than she would gain by such a move on our part.

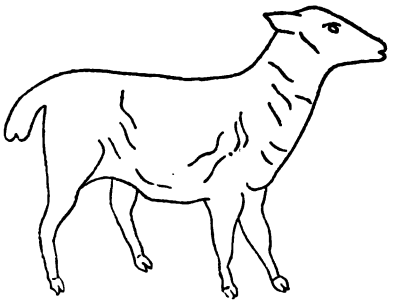
Rumors of war between Spain and the United States may be dismissed as the joint product of stock-jobbers and newspaper sensationalists. The relations between Madrid and Washington are not wholly cordial, for Spain cannot understand how incessant have been the efforts of our authorities to check filibustering. On the other hand, the delay of Spain in the matter of the Competitor prisoners and the various claims of American citizens has been irritating. But it is evident that both governments, while maintaining their dignity and rights, are endeavoring to prevent anything that might precipitate war.

The Republic of Central America has been formed by the union of Nicaragua, Honduras, and San Salvador. It is expected that Guatemala and Costa Rica will ultimately join the confederation. Each of the states retains its independence in local affairs and its existing constitution, while affairs of common interest are managed by a central authority composed of one delegate and one substitute delegate from each of the states. All difficulties arising between the states are to be settled by arbitration.

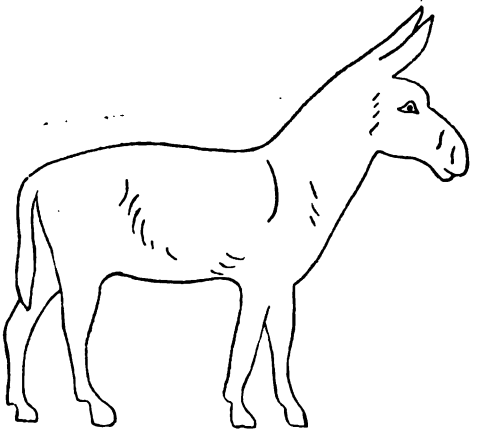
The compromise between Manitoba and the Dominion of Canada on the school question has not proved satisfactory to the Catholics. This compromise provided for a half-hour of religious instruction daily in the public schools, to be Protestant or Catholic, or an equal admixture of the two, as the local demand might be, and it also provided for Protestant and Catholic school teachers. The Catholic press and clergy denounce the arrangement as a surrender of the principles for which they have been contending

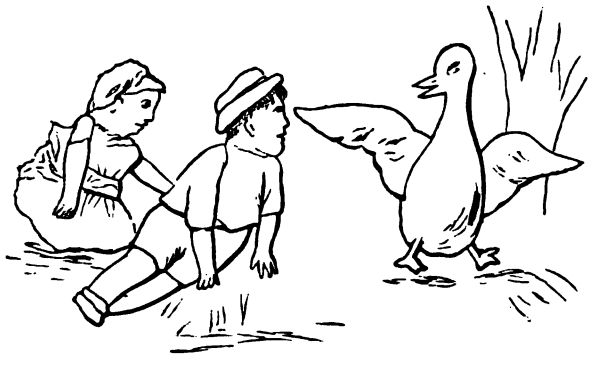
Busy Work.



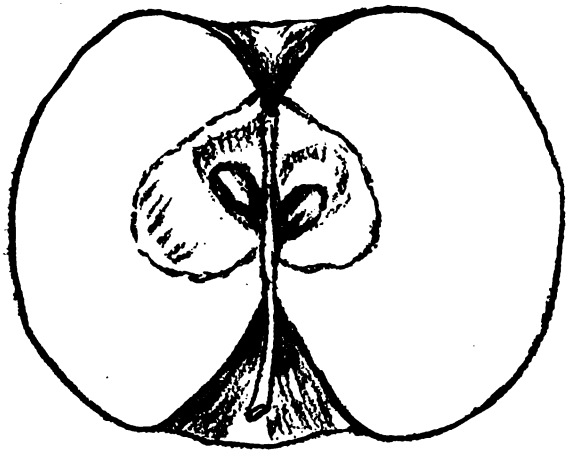














✻ History Stories. ✻

STORIES FROM BRITISH HISTORY.

BY PARMELA MC ARTHUR COLE.

THE DANES. — KING EDGAR.

VIII.

AFTER the death of King Alfred there were again wars with the Danes. Those who had remained at home had no idea of being bound by any promises that had been made by those of their country men who had settled in England. So now and then an army would come in their vessels and make an attack on the English coasts. The men of Denmark and Norway were called Northmen by the other nations,— they were better sailors than many of the other people of their time, and they visited many countries for the purpose of plunder and war. Some of the old warriors used to boast that they had never in their lives "slept by a cottage fire."

During the reign of Athelstan, a grandson of Alfred, the Danish army was commanded by a general named Aulaff. He once tried the same plan that Alfred had formerly tried; he dressed himself as a minstrel and went to the enemy's camp. There he played and sang to Athelstan, who liked his music so much that he gave him some money; but Aulaff was unwilling to keep anything given him by an enemy, and when he had gone some distance from the camp he threw the money away.

There was a Danish soldier in Athelstan's camp who was friendly to the English. He saw what the minstrel did, and looking closely, found out who he was; but he said nothing about it until he was sure Aulaff had gone out of reach. Then he went to the king and told him.

Athelstan was very angry. "You are a traitor,' said he. "You have let my enemy escape."

"No," said the soldier, "I am no traitor. Aulaff was once my master, as you are now. I was faithful to him when I was in his service. If I had betrayed him now, would you ever have thought I could be trusted again? No. Take all the care you can to keep yourself safe, and meet him in fair battle, and never expect a faithful servant to betray an old master."

"You are right," said Athelstan, "and I will follow your advice."

That night Aulaff attacked the English camp, and sought the king's tent, but did not find the king, who had gone to another place to sleep, for fear of the Danes coming. The battle lasted that night and all the next day. It was called by the Saxons the "long battle." The Danes were subdued and for some time were quiet, but Aulaff, who had escaped after the "long battle," became their leader again, later, and again led them against the English.

There were few of the kings that followed Athelstan who were happy. There were wars with Danes and there were troubles at home, and it needed a man who was, like Alfred, wise and brave and patient, to rule so large a country well. Several of these kings were very young when they came to the throne, and we should not suppose they would be very wise rulers.

Edgar, who became king in 959, was rather fortunate. He was but sixteen when he came to the throne, but for a time he seems to have had good advisers.

He had a good many new vessels built and he kept them sailing round and round the island ready to protect the coast, in case the Danes came again, but the Danes kept away for a long time.

There were several good reasons for this. Probably they were a little afraid to attack a country that was so well protected as England then seemed to be, and they found, too, considerable to do elsewhere. They had made an attack on a part of France, and a large colony of them settled in what is now called Normandy. It was so named from the Northmen, or, as the French called them, Normans. The Danish prince who governed Normandy was named Rollo. He was much beloved by his people.

IX.

Wars were so common in those times that it was something surprising when a nation lived several years in peace. The reign of King Edgar lasted about seventeen years, and so little fighting was there in that time that the people gave him the name of Edgar the Peaceable.

Edgar made many laws to oblige his people to behave well. He ordered them to go to church often, and he commanded them to keep Sunday from the afternoon of Saturday to sunrise Monday morning, — a pretty long Sunday. He forbade anyone to worship (as some persons still did) the old Saxon idols.

There had been at different times some troubles between the English and the Welsh. The latter were required to pay the English a yearly tribute, as it was called, — what we now call a tax. Money in those days was very scarce, and the Welsh paid their tribute partly in money, partly in cattle.

Edgar now proposed a new kind of tribute. He ordered the Welsh to pay three hundred wolves' heads every year. In those times the whole country was very thinly settled, and there were large tracts of unoccupied land. There were small villages, and then miles and miles of forest where wild animals roamed about. Wolves are cowardly animals and do not often come near the dwellings of men unless they are very hungry. The Saxons had different names for the months from those we now have, and they called the month of January "Wolf-month," because at that time the wolves, finding it hard to catch enough of the smaller animals to eat, used to come nearer to the villages than at any other time, to look for food.

So the Welsh were glad enough to pay their tax in wolves' heads, and they went out in great parties to the woods, and hunted everywhere to find enough of those cruel heads to make up the number of three hundred. This they did for three or four years, and they succeeded so well that there were no wolves left

in Britain. Little and big, they were all killed. The skins could be made into rugs and cloaks to keep people warm, and King Edgar's new law did much good. The woods were now safer for people to go through.

Bows and arrows were the weapons most in use at that time. Slings for throwing stones were sometimes used, — guns had never been heard of. Men carried knives in their belts. Sometimes these knives were used in hunting, sometimes they were used at the table to cut meat; but no one in England ever saw a fork till several hundred years later than Edgar's reign.

They needed forks less, perhaps, for most of their meat was boiled, and they had soups and broth a good deal. Every one had a dish of broth for himself, and dipped a piece of bread into it. Although they did not have such handsome tables as we have now, they had a good deal of nice linen, such as tablecloths and napkins.

The Saxons ate and drank a great deal. They had great feasts to entertain their friends; but most of the people were very ignorant, and could neither read nor write. Sometimes they hardly knew how to pass the time. In stormy weather, and the long evenings of winter, when they could not hunt, and when they were at peace and there was no fighting to be done, people who could not read would want some amusement. Then the minstrels must have been very welcome. They used to wander about the country, they sang songs and told stories, and they were always safe, for it was thought to be very wrong to injure a minstrel, to whatever country or race he might belong.

Some of the songs sung by the Saxons were not in rhyme, but all the words in one line would begin with one letter, the next line with another, and so on; often, too, there was a chorus in which all the company could join.

Books About Lincoln.

[In preparing for Lincoln's birthday, February 12, this list may be found helpful.]

Raymond's "Life and Administration of President Lincoln."

Greeley's "American Conflict."

Dr. J. G. Holland's "Life of Abraham Lincoln."

Mrs. Stowe's "Men of Our Times."

"The Life of Lincoln," by Nicolay and Hay.

"Abraham Lincoln: His Public Life and Services," by Phebe Hanaford.

"The Life of Abraham Lincoln," by Francis F. Brown.

"Greeley on Lincoln," edited by Joel Benton.

"Abraham Lincoln," by John T. Morse, Jr.

"Abraham Lincoln," by Carl Schurz.

"Abraham Lincoln," by Charles Carleton Coffin.

The supplement with this issue will not only give good practice in story-telling and composition, but will also furnish opportunity for a lesson on the charm of generosity.

FLOWER TALES FROM MYTHOLOGY.*

Star Tales.

BY GRACE ADELE PIERCE.

APOLLO: THE GOD OF THE SUN.

THE first of these star tales will be about the god of the sun. But before I tell it, I would like to ask how many know that our beautiful sun, which gives light and warmth and vegetation to the earth, is a star! "Oh," you say, "but the sun is so much brighter than a star!" Yes, the sun shines brighter to us, of course, but that is because it is thousands and thousands of miles nearer the earth than any other star.

The ancient Greeks did not look upon this shining orb as we see it, nor did they think of it as a star. It was to them a great golden chariot drawn by prancing steeds through the heavens; and they placed in it a driver—a beautiful god, whose name was Apollo.

Every day Phoebus Apollo drove in this chariot over the long road which leads from east to west through the heavens. For always when Aurora, the dawn goddess, would throw open the gates of the morning, the horses of this god would be harnessed, and he would drive in the sun chariot over a shining way that passed, not by the pleasant homes of the gods, but among scorpions and lions and ugly monsters. Monsters that, when you are older and study astronomy, you will still find in the heavens—for they are constellations of stars. Then, when the long day's labor was over, and Phoebus had driven out of sight beyond the western hills, he would embark in a shadowy boat and sail, through the solemn silence of the night, over the deep sea, back to his palace in the east again.

But this god did not always remain in the heavens. Sometimes he would wander through the valleys and groves of earth as a beautiful youth. And once, for a whole year, he became a shepherd, and tended the flocks of a mortal king in the pleasant fields of Thessaly. He wore his shining hair bound about with leaves of the laurel, and carried a golden lyre in his hand—for he was the god of music and of poetry, as well as of the sun. Yet with all his youth and beauty, Apollo was very brave. He slew with his arrows a monstrous serpent called the Python, which was laying waste the country round about. And that famous statue called "Apollo of the Belvedere" shows this god resting in victory, after he had slain the terrible monster.

I told you that Apollo always went with his shining locks bound about with laurel, and this is how it chanced that the tree belonged especially to him.

One day, while the god was resting in the fields, he saw a beautiful nymph, whose name was Daphne. She went dancing past him with her hair all blown about her face, and was so airy and graceful that he loved her. He called, but Daphne would not heed, so he pursued her. Over the fields they went, outstripping Zephyrus (the west wind) in their flight. Faster and faster Daphne flew, and faster and faster Apollo followed! At last the poor nymph saw she could escape no longer, so she called upon her father, who was a river god, to save her. Her father heard her cry, and, suddenly, she felt her feet rooted to the ground. Her limbs stiffened and her floating hair turned into branches and leaves. Apollo reached out his arms, but instead of clasping a maiden, he was embracing a slender tree. This tree he called the laurel, and ever afterward dedicated it to poets and musicians. This is why the sun god is always pictured as wearing a chaplet of laurel leaves.

*Copyrighted.

* Miss Merry's Fridays. *

THE GUESSING GALLERY.—(I.)

BY JEAN HALIFAX.

THE day was perfect, and it was no wonder that the young Tarryvillians were wishing they could get into those tempting woods, and gather their treasures of nuts. Miss Merry noticed the unusual restlessness, and realizing its cause, decided to start a counter interest. So, in the very middle of that Friday afternoon, just before the "A" geography class (when no one was expecting a "special"), she drew from one of her desk drawers a chart she had prepared for just such an occasion as this.

Miss Merry kept a drawer full of what she called "Specials." And when the day was "cold and dark and dreary," and the scholars began to feel akin to the day, or when there had been a birthday party the evening before, and the primaries had sat up unusually late and eaten an unusual amount of cake, she would suddenly produce one of the said "specials," and presto! change! there would be a different set of scholars in five minutes.

Not a word was said by the teacher when the chart was taken out. Instead, she calmly proceeded to hang it up on a frame in front of the class, and then went on with the geography recitation. And all the time that provoking chart was covered with a piece of cloth, so nobody could tell what is might prove to be!

At first the A's didn't recite well. All their energies were bent on discovering the what-ness behind that cloth. Miss Merry went quietly on with the geography outlines, and soon the class, seeing that they were not to find out the mystery till the lesson was over, turned the said energies to their geography, and were soon rewarded. Miss Merry knew well enough how much a little mystery, a little waiting, adds to the interest.

The mysterious "veil" was at last thrown back, revealing a small screen covered with white cloth; at the top, in large red letters was the puzzling title, "The Guessing Gallery." Underneath, arranged so that the white cloth would make a sort of framing for each face, were the pictures of ten men. Under them, in large, clear letters, "Who are We?"

"Who are we?" evidently meant that the scholars might answer if they could, so up went one hand at once. "I know one face, Miss Merry," Lois said. "It is Phillips Brooks, the great bishop of Boston, who wrote beautiful things and was a noble man. My mother had some writings of his, and his picture."

"And wouldn't you like to see his church?" asked Miss Merry, producing some stereopticon views from that "Special" drawer. And the class enjoyed a bit of a visit to that beautiful church, under her charge. Lois was given an extra mark, because she had recognized the face immediately. And it was decided that each face should mean one mark, and the marks were to count for their "rewards" by and by.

None of the scholars felt envious of the winners, for all had an equal chance, and so could not complain.

"I guess, for I'm not real sure, that the one in the corner is the man who wrote 'Our Country,' the book we read last winter," said Andrew. "His picture was not in the book, but you showed us his likeness at the time. I would recognize it if I saw it again. This looks a little different to me."

"I have not that photo here now, but your 'guess' is correct, Andrew. It is Dr. Strong."

The time was up, and the guessing had to stop; but as soon as school was dismissed the pupils gathered around the gallery, and sketched the faces in their note books. They were planning to make a thorough search next week through papers, magazines, biographies, histories, etc., with note books in their pockets, ready for instant comparison with all the faces they found, for duplicates of these likenesses. For, if they could, they were to name each character, give a tiny sketch of his life and work, and tell some interesting anecdote about him, next Friday afternoon.

Any time during the week they could hand in their guesses to the teacher, and if these were correct, a mark would be given for each face. Each Friday afternoon, when a new group appeared in the gallery, they were to win an extra mark if they could name a face immediately. [N. B. That made them read the current magazines and papers more closely, in order to be familiar with the faces of famous people, and that was not at all hurtful to their studies.]

There would be no names in the gallery the first week. But afterwards the names printed or written were attached to the faces, that the school might grow familiar with them as the days went by.

"I declare!" said Sam, at the end of the first week, "I hate to see these faces leave. They've been looking down at me so pleasant, while I was digging away at the geography table, that I'll feel lonesome when they're gone!"

"Then we must not send them away." Miss Merry had already planned to keep the gallery. "Let's put our thinking caps on, and see how we can manage to accommodate all our guests, as the number increases."

"We'll have the biggest and nicest guessed-room in Tarryville!" chuckled Sam.

The result was that Sam and Joe made two frames to fit the upper halves of the doors, and the girls covered them with white cloth, and pasted on each group of guests (Sam always spelled it guesseds, which he said was decidedly the proper spelling in this case!), as they left their quarters in the gallery for a longer visit on the door frames.

This is only a bit of an idea, but it is meant for the

teachers who have to make much out of little. As you see, these galleries cost nothing, but it makes much difference how a thing is done. A little fun and a little mystery add much to the interest; the presentation of a subject has everything to do with its success.

What good results were there from the gallery? Ever so many! First, it's fun,—if you only manage it rightly,—when the gallery first appears, and the first guesses are flying in, particularly if Will, and Lois, and Tillie all recognize Miss Alcott's fine strong face at the first glimpse, and are all eager to tell what they know about the pleasant old house where the March family lived, and the hard days before "Jo" won fame and comfort for them.

"We tried playing Pilgrims, as Meg, Jo, Beth, and Amy did, and I dropped Grandpa's best bag down a flight of stairs and broke it all to pieces. It was my 'burden' you know. That ended our pilgrim play, but we had good times over it!" said Tillie.

Why do we stop for this bit of side talk? Because it started a chat over Miss Alcott's characters; and that was a good chance for a bit of a "talk" from Miss Merry. For those boys and girls were hearty, earnest, lovable young people, and the Tarryvillians could learn many a lesson in patience, courage, and cheerfulness from them. Then Miss Merry talked of Miss Alcott, whom she had met, and by the time the chat was over they were all very eager to read Mrs. Cheney's life of Miss Alcott.

In this way they became acquainted with the life and works of writers, clergymen, statesmen, and heroes, and they didn't realize that they were taking quite a solid course in biography either. And don't you think that this constant study of the lives of the great and the good, the deeds of philanthropists and reformers, as well as of writers and statesmen, must have a helpful influence? And will not the boys be the better business men for knowing how the men of the great firms worked their way up?

Secondly, the scholars paid closer attention during the week to their literature, language, history, and geography; for Miss Merry was pretty sure to bring in quietly some of the coming guests, or allude to some book in which they were apt to find them. Perhaps the history class were on the constitution, and the teacher would put a collection of statesmen, past and present, on the reading table. Among them would be one or two of an intended gallery group. So they must be on the qui vive for a hint. You know it's not at all injurious for a scholar to be so attentive!

Thirdly, the pupils took a real interest in helping to fill the gallery. They saved for Miss Merry the list of writers in advertising pages, pictures, catalogues, etc. Of course, they could not "guess" the ones they brought, but Miss Merry saw that they had an equal chance on the ones she gave.

All this made the pupils take a more "firm-like" view of the partnership of teacher and scholars. And I think that is one of the secrets of the success of the Tarryville school.

FOR REPRODUCTION.

FIDO'S FRIEND.

[Adapted.]

Little Fido was very thirsty, for it was a hot day, and his pan had not been filled with water that morning. Nobody seemed to understand how very, very thirsty he was. The cook drove him out of the kitchen when he pulled at her dress and whined, and when he tried to share Pussy's milk, she boxed his ears with her sharp claws. At last he saw little Lena sitting on the porch, and went to her, thinking she would know what he wanted. He took her dress in his teeth and pulled her toward the kitchen sink. Then he sat up on his hind legs and begged right hard. She climbed upon a chair near the sink, turned the faucet, and filled the pan with fresh, cool water for the poor doggie. He drank every drop, and then wagged his tail and put his cold nose into Lena's hand, as if he wanted to say, "You are my good, kind friend; thank you."

THE BLACK BEAR.

[First and second grades.]

[Read twice; reproduce orally with the first grade, and in writing with the second.]

The black bear does not roam about the woods in cold weather. He sleeps all through the winter on a nice, soft bed, which he makes in some hole in the ground, out of leaves and twigs. When spring comes he wakes up and starts out to find food in the woods. He is very fond of wild fruit and honey.

MEMORIAL DAYS.

If I knew the memorial days I could prepare for them, but I do not know how to find them. I wish you would give a list. —A. J.

November 3—Bryant.
" 10—Goldsmith, Schiller.
" 22—George Eliot.
" 29—Wendell Phillips.
December 9—Milton.
" 17—Whittier.
" 26—Gray.
January 17—Franklin.
" 18—Webster.
" 25—Burns.
February 12—Lincoln.
" 22—Washington, Lowell.
" 27—Longfellow.
April 3—Irving.
" 7—Wordsworth.
" 23—Shakespeare.
May 26—Emerson.
June 2—Saxe.
" 13—Thomas Arnold.
" 14—Harriet Beecher Stowe.
October 19—Garfield.
" 21—Coleridge.

Good Words for Spelling.

to	red	flour	rows
two	read	flower	where
too	ant	blue	robin
here	aunt	blew	rabbit
hear	pail	would	running
see	pale	wood	wagon
sea	nose	haul	water
fore	knows	hall	swimming
four	tail	fair	which
so	tale	fare	seem
sow	there	our	stopping
sew	dear	hour	until
buy	deer	meet	rode

Songs and Song Games.

BY M. E. C.

NOW WE ALL ARE TRAMPING.

Arr. by Miss CHARLOTTE E. RIPLEY.



THE SPARROW.



The first exercise game ("Now We All Are Tramping") is to be played by forming a ring about the desk limits.
"The Sparrow" song may be used as a song or game. If as the latter, the children form a ring as for the exercise games, and several hop about as sparrows, while the remaining children sing and feed the play birds.

MAKING A DESERT.

BY ELLA J. DOUGLAS.

IN order to impress upon the mind of the child what a desert is, one should be made on the sand-board, if a room is fortunate enough in possessing one of these indispensable articles. Excellent results are always obtained from this method of illustration, and gives to the teacher the satisfaction of seeing the pupils interested.

After a lesson on the desert the teacher tells the class that they may make one for themselves. After placing the sand on the board, not, however, perfectly level, as it frequently contains mountains, hills, and valleys, she assigns certain ones in the class to bring the necessary articles, which are easily obtained.

Kate has procured some pieces of moss for the oases and John has been into his uncle's yard and cut twigs of evergreen for the trees.

Fred has taken the elephants from his Noah's Ark and Julia cut from an old book some pictures of camels and horses and pasted backs upon them so they would stand alone.

Ned also wishes to assist and comes with toy animals and dolls from his sister's playhouse. These make up the caravan.

Several children have cut and folded paper tents which the Arab is to have for his home; and one larger boy brought a pyramid. The pupils show much interest in arranging their desert and the teacher allows it to remain several days.

Schoolroom Incidentals.

Give the schoolroom a home reception-room look.

A schoolroom without a good broom and duster is a reflection upon someone.

A schoolhouse without an umbrella stand is lacking in one of the essentials of good furnishing.

Every schoolroom should have smooth, clean wrapping paper and a ball of twine.

Chairs are much more homelike for visitors than settees.

A schoolroom clock that does not keep good time is a nuisance.

It is an open question to what extent the call bell should be used. Some teachers have much more use for it than others, but there is a growing sentiment that the less it is used the better.

Clear the walls of all dilapidated or dust-worn ornamentation.

Books.

THE STORY OF OUR COUNTRY. A Primary History of the United States. By Alma Holman Burton. Chicago: Werner School Book Company. 238 pp. Price, 60 cents.

American school children cannot too early have their attention directed to American history, but to be profited by the study they must have a book adapted to their capacity, and written in a style that will interest them. Such a book is "The Story of Our Country." This is a new-style text-book on American history, and pre-eminently adapted to its purpose. It is not merely a history of facts arranged in chronological order, but a continuous story, as charming as any romance, into which the author has skillfully interwoven the facts. The harrowing details of war are omitted, except so far as necessary for the development of the narrative. The volume abounds in brief biographical sketches of discoverers, statesmen, and public benefactors who have helped to make and save our country. The aim of the author is not only to give our school children important historical knowledge, but to awaken in them an interest that will lead them to seek still further knowledge of the subject, and to cherish feelings of patriotic pride and love for their country. This book deserves to be highly commended.

THE EARTH AND ITS STORY. A First Book in Geology. By Angelo Heilprin. Boston: Silver, Burdett, & Co. Cloth. 267 pp.

This is an admirably written, beautifully and helpfully illustrated, scientifically reliable elementary text-book in geology. This book will enable the teacher of any grammar school, who has the time, "to enrich" the curriculum in a way that is at once informing, interesting, and disciplinary. The author is a recognized scientific authority. He treats the general facts of geology without being unduly technical or analytical. The student learns how mountains are formed by foldings, overturning, breaking, and other upheavals. He is taught the origin, growth, and characters of glaciers, the work of underground waters, and what the sea does to the land by erosion and other forces. The interior of the earth is disclosed with its volcanic operations; coral islands and reefs are explained and analyzed. Fossils are examined and located, their modifications traced to their causes, and their importance shown in their revelation of the earth's age and growth. Many of the less-known fossils are identified and false inferences refuted. The physiognomy of continents, mountains, coast lines is delineated in a graphic manner, showing how character is impressed upon rock masses and valleys. Many of the useful and more common metals and minerals are considered, commercially and scientifically, as are also building-stones, soils, and fertilizers.

PLANTS AND THEIR CHILDREN. By Mrs. William Starr Dana. New York: American Book Company. Price, 65 cents.

In these days, when we are trying to cultivate a love of nature in the minds of our young people, an attractive and interesting book will do much towards concentrating their thoughts upon the subject. The lessons set forth in this work give in a plain, simple style the various forms of plants and trees, their roots, stems, buds, leaves, fruits, flowers, and seeds. Not only does it impress upon the mind of the reader the facts embodied within its covers, but, best of all, it tends to develop a habit of observation and thought, and leads to a love of, and an acquaintance with, all forms of nature. The book is profusely and well illustrated, which will add much to its popularity.

THE EDUCATIONAL MUSIC COURSE. By Luther Whiting Mason, James M. McLaughlin, George A. Veazie, W. W. Gilchrist, and Nathan Haskell Dole. Primer, 32 pages; First Reader, 96 pages; Second Reader, 96 pages; Third Reader, 128 pages; Fourth Reader, 128 pages; Fifth Reader, 128 pages; Sixth Reader, 256 pages; Six Charts, 20 pages each. Boston: Ginn & Co.

The first great success in providing an elaborate course of musical text-books for school use was prepared by Mr. Mason, recently deceased. Few men have devoted their lives more conscientiously and intelligently to a special field of educational endeavor than did Mr. Mason. This National Music Course, which held a prominent place for so many years, was revised by him just before his death. In this he was assisted by expert teachers and authors. Messrs. Ginn & Co. have presented in most attractive form the theories and convictions of Mr. Mason, who believed that the foundation of all musical expression is rhythm. It was his purpose to have this new series pre-eminently national and rational.

KENILWORTH. By Sir Walter Scott. Condensed for schools. Standard Literature Series. Double Number 7. New York: University Publishing Company. Price, 20 cents.

Rarely has any publishing house done an equal service to the youth of the land. One of the uncompromising demands of the day is that youth shall read the British and American classics. It is absolutely impossible for them to do this with all the regular work required of them. If they read out of school, it is likely to be light and evanescent things, books of a day, by way of reaction. At last publishers recognize these conflicting demands, and the University Publishing Company has met the necessities of the case heroically and delightfully by having expert editors condense such British and American classics as Cooper's "The Spy," "The Pilot," and "The Deerslayer," Scott's "Rob Roy," "Kenilworth," and "Lady of the Lake," Irving's "The Alhambra" and "Sketch Book," Bulwer-Lytton's "Harold," and "Christmas Stories" by Dickens. The story is in each case complete, but all that is so tedious to the ordinary youthful reader is eliminated with no serious loss to one who can only expect to get the spirit and story of a great writer. The wording is that of the master, and not of the editor. You are reading Scott, Cooper, Dickens, Bulwer-Lytton, and the elimination has been so skillful that the reader does not suspect where the editing has done its perfect work. It is now possible for any pupil to read all the great classics in English, so far as they shed light upon history and geography, before he has completed his high school course. In each volume there is a biographical sketch of the author, and carefully-prepared historical notes showing wherein history is illuminated by the story. This "Standard Literature Series" contains also many entire masterpieces, which are carefully expurgated and prepared for school use. One number appears each month. Single numbers cost 12½ cents, double numbers, 20 cents, and the twelve numbers of the year, $2.50. The publishers are to-day among the greatest of educational leaders.

OLD SOUTH LEAFLETS. Numbers 66 to 73. Edwin D. Mead, editor. Boston: Published by the Directors of the Old South Work, Old South Meeting House. Five cents each.

The eight Old South Leaflets issued during the past summer do not contain any documents of such well-known importance as many of the earlier numbers, and yet it would be difficult to select an equal number which are of as great intrinsic interest, or which bear more pertinently upon the story of our national origin and development. The current series begins with John Winthrop's "Little Speech on Liberty of 1645," a speech embodying so much that was most characteristic of the man and of the state, characteristics which have had their most recent fruition in the present political campaign. With this goes Cotton Mather's "The Bostonian Ebenezer," equally characteristic of the town, which was entering upon its "glacial period"; out of which came the conditions which resulted in the destruction of the tea, of which leaflet No. 68 contains Governor Hutchinson's excellent and surprisingly fair account. The Dutch Declaration of Independence of 1581 may or may not have been the prototype of our document of 1776, but it assuredly made itself felt, in a measure, in the conditions so delightfully described by Adrian Van der Douck, whose account of early New Netherlands was responsible for very much of the truth in the historic setting and atmosphere of Diedrich Knickerbocker's equally fascinating history. The three remaining leaflets contain Madison's account of the debate on suffrage in the constitutional convention of 1787, which was largely used by Mr. Bancroft for this period in the final volume of his history; Columbus' Memorial to Ferdinand and Isabella, which was of similar service to Prescott; and Captain John Knox's account of the Battle of Quebec, upon which Parkman drew very largely in his "Montcalm and Wolfe."



Little Mr. By-and-By.

LITTLE Mr. By-and-By,
You will mark him by his cry,
And the way he loiters when
Called again and yet again;
Glum if he must leave his play,
Though all time be holiday.

Little Mr. By-and-By,
Eyes cast down and mouth awry!
In the mountains of the moon
He is known as Pretty Soon;
And he's cousin to Don't Care,
As no doubt you're well aware.

Little Mr. By-and-By
Always has a fretful "Why?"
When he's asked to come or go;
Like his sister — Susan Slow.
Hope we'll never — you nor I —
Be like Mr. By-and-By.

— *Clinton Scollard, in St. Nicholas.*

Song — My Little Puss.

Air — "Blue Bells of Scotland."

MY little puss, come here to me,
With coat of soft, warm fur;
How loudly you are singing, puss,
Your pretty song, "Purr, purr."
I'll stroke you very gently,
As you sit upon my knee,
And you shall never, never know
What cross words are from me.
Nor will I hold you very tight,
As you don't wish to stay,
Perhaps your baby-kitties now
Are wanting you to play;
So off you go, poor pussy,
With your coat of silky fur,
And teach your baby-kittens all
Your pretty song, "Purr, purr."

— *Selected.*

Book Life.

I WISH that I lived in a book,
Where everything's cheerful and nice!
Had I but Aladdin's old lamp,
I would put myself there in a trice!

The fire's always bright — in a book;
The milk's never watery and thin;
The ice on the pond is just right;
In a ball-game your side's sure to win.

Such aunts as you have — in a book!
Such uncles, and grandfathers, too!
They think that in all the wide world
There is not such a fellow as you!

And then the adventures you have!
You'd hardly believe they could be,
Unless you had read for yourself
Of those exploits by land and by sea!

Yes, it must be fine in a book!
I wish I could go there to stay!
Where everything's cozy and nice,
And there's never one commonplace day!

— *Annie L. Hannah.*

The Winds.

OF the sons and daughters of ocean,
Nursed in their mother's lap,
The wind called East, I'm sorry to say,
Is a peevish, tyrannical chap!

The West wind is calmer and kinder,
And, in her feminine way,
She often rebukes the lowering clouds
And carries the raindrops away.

In his wild, stentorian fashion,
The wind of the North is free,
Wasting his life in riot and noise,
The prodigal son of the sea!

In a purely maidenly manner,
The wind of the South is mild;
And the ocean's tropical daughter
Is doubtless the best-beloved child.

— *William H. Hayne.*

Grandpa's Glasses.

MY grandpapa has to wear glasses,
'Cause his eyesight is not very strong,
And he calls them his "specs," and he's worn them
For ever and ever so long.
And when he gets through with his reading
He carefully puts them away,
And that's why I have to help find them
'Bout twenty-five times in a day.

But at night when we sit 'round the table,
And papa and mamma are there,
He reads just as long as he's able,
And then falls asleep in his chair.
And he sits there and sleeps in his glasses,
And you don't know funny it seems;
But he says that he just has to wear them
To see things well in his dreams.

— *December Ladies' Home Journal.*

Hurrah for the Flag.

There are many flags in many lands,
There are flags of every hue,
But there's no flag, however grand,
Like our own "Red, White, and Blue."

I know where the prettiest colors are,
And I'm sure if I only knew
How to get them here, I could make a flag
Of glorious "Red, White, and Blue."

I would cut a piece from the evening sky,
Where the stars were shining through,
And use it just as it was on high
For my stars and field of blue.

Then I'd want a part of a fleecy cloud,
And some red from a rainbow bright;
And put them together side by side,
For my stripes of red and white.

We shall always love the "Stars and Stripes,"
And we mean to be ever true
To this land of ours and the dear old flag,
The Red, the White, the Blue.

Then hurrah for the flag! our country's flag,
Its stripes and white stars too;
There is no flag in any land
Like our own "Red, White, and Blue."

— *Selected.*

"I see not a step before me,
As I tread on another year;
But the past is still in God's keeping,
The future his mercy shall clear."

HOW I TEACH GEOGRAPHY AND HISTORY.—II.

BY ANITA CASEY.

Santa Rosa, Cal.

OTHER MEANS OF STIMULATING INTEREST.

ANOTHER means I took to stimulate home reading in history was to get some interesting work, as "American Historical Tales," by Morris, and place it in the hands of some pupil that I knew liked history. When he would return it in the morning, I would ask him how he liked it. He responded by saying it was fine. Immediately nearly every pupil in the room wanted that book. I did not stop here, but *took history into the drawing* to fix it in their minds. Pictures, such as those of the Merrimac and Monitor, Jefferson's home at Monticello, the old Liberty Bell, digging for gold at Sutter's Fort, and even those of the Puritans and presidents, found in connection with the stories, formed an occasional drawing lesson. This work was all done in connection with the geography.

With the geography before him, each pupil traced, as, for example, Columbus from his birthplace, Genoa in Italy, across the Mediterranean sea to Portugal, from there followed him along the coast of Africa; his return to Spain; from Spain across the Atlantic ocean to the Canary islands, San Salvador, Cuba, and the West Indies; his return to Spain and subsequent voyages. After thus following his course, maps of the continents were drawn, and the voyages traced from memory. Other characters were taken in a similar manner.

EXTENT OF VOLUNTARY READING.

At the end of the ninth month, my class of forty pupils had read in the form stated above 803 volumes and part volumes of history, which averages about twenty volumes to the pupil. The following is a list of the books brought into the room for reading purposes and the number of those who read them: —

SCHOOL LIBRARY.

NAME OF BOOK.	AUTHOR.	NO. READ BY.
Stories of Massachusetts	Pratt,	25
American History Stories	Dodge,	23
Story of Columbus	Pratt,	28
Pilgrims and Puritans	Moore,	38
American History Stories	Pratt,	25
Boston Tea Party	Watson,	23
Stories of Other Lands	Johonnot,	18
History of United States	Eggleston,	25
Heroic Deeds	Johonnot,	14
Ten Boys on the Road	Jane Andrews,	12
Noble Deeds of Our Fathers	Watson,	28
American Explorers	Higginson,	15
Historical Reader	Gilman,	10
Blue Jackets of '61	Abbott,	5
Children's Stories of American History	Wright,	28
Children's Stories of American Progress.	Wright,	10
Great Events in History	Johonnot,	1
Ancient History Stories	Parley,	20
Biographical Sketches	Hawthorne,	35
Tales of the White Hills	Hawthorne,	30
Rip Van Winkle	Hawthorne,	27
Stories of New England History	Hawthorne,	18
Wild Adventures in Wild Places		32
Our First Century		5
Columbus and Columbia		25
Lives of the Presidents	Pierson,	38
American History	Sheldon Barnes,	7
Stories of the South		20
History of the American People	Gilman,	12
Our Wild Indians	Dodge,	25
Historical Tales		8
Drake, the Sea King	Towle,	3
On the Frontier		20
The Making of Virginia and the Middle Colonies	Drake,	5
Zigzag Journeys	Butterworth,	12
Folklore of New England		10
Stories of the Old Dominion		15
Boys of '76	Coffin,	21
Building of the Nation	Coffin,	4
New England Boyhood		20
Bodley Stories		15
Stories of the War	Hale,	5
Old Times in the Colonies	Coffin,	20
Biographical Stories	Hawthorne,	10

WORK IN COMPOSITION.

There have been written over *five thousand pages in their composition* books, which makes an average of 125 pages to the pupil, on the following subjects: Columbus, Cabots, De Leon, Balboa, De Soto, Cartier, Verrazani, Drake, Raleigh, Hudson, Pizarro, John Smith, Pocahontas, Pilgrims and Puritans, John Elliot and the Indian Bible, The Sunken Treasure, The Old School House, Canadian Exiles, Great Stone Face, Miles Standish, Daniel Boone, King Philip, Lord Baltimore, William Penn, Benjamin Franklin, Roger Williams, The Stamp Act George Washington, Thomas Jefferson, James Madison, Andrew Jackson, William H. Harrison, Abraham Lincoln, U. S. Grant, Arnold's Treason, Eli Whitney, Henry W. Longfellow, Samuel F. B. Morse, Sutter.

In connection with this, for literature work, we read and discussed in class "Miles Standish" by Longfellow, "Enoch Arden" by Tennyson, and the "Autobiography of Benjamin Franklin."

After covering this ground, a pupil should have a mind well-stored with apperceived ideas on which to base his historical conclusions, on taking up history in the seventh grade. You may ask, Will the pupils

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remember all this work in history and reading? We do not expect them to remember the whole of it, but they must get the whole in order to remember the part. They will at least remember that which is interesting to the individual, and, perhaps, what is supposed to be forgotten will be recalled and strengthened in a more advanced grade by traveling the road over again, but in a different form. In order to have intelligent American citizens, give our boys and girls the interesting story of history which is free from corrupting tendencies, resting as it does upon the basis of facts, and they will be enabled to enter upon business life with the advantage of being in a measure acquainted with the experiences of others. With some knowledge of human nature, they will be better able to judge what man will do under given circumstances, and be better prepared to aid in the defense of their country's honor.

Study of a Poem for Primary Language Class.

THE LAND OF STORYBOOKS.

AT evening, when the lamp is lit,
Around the fire my parents sit.
They sit at home, and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read,
Till it is time to go to bed.

There are the hills, there are the woods,
There are my starry solitudes,
And there the river, by whose brink
The roaring lions come to drink.

I see the others far away,
As if in firelit camp they lay,
And I, like an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear Land of Storybooks.

—*Robert Louis Stevenson.*

1. *Read the poem through carefully.*

What does the title mean? Have you ever read a storybook so interesting that you forgot for the time who you were and where you were? Have you ever felt that you lived in the land described in the book, and would enjoy having strange adventures?

What is meant by "play at books that I have read?" What kind of storybooks would suggest "my little gun," "forest trees," and "hunter's camp?"

Did the little boy really have any gun? Were there any "forest trees" or any "hunter's camp" behind the sofa back?

Did he really see the "hill," "woods," "starry soli tudes," "river," or "roaring lions" mentioned in the fourth stanza? What kind of storybooks describe these things?

What kind of storybooks would suggest the fifth stanza?

The second line of the sixth stanza shows you where Mr. Stevenson lived when he was a boy. What does the word "dear" in the last line indicate?

2. *Commit the poem to memory.*

3. *Write from memory, without consulting any book, some interesting story that you have lately read.*

Keep in mind the leading incidents of the story.

Separate your composition into paragraphs.

Be careful to have all the sentences in each paragraph relate to the same subject.

Punctuate carefully as you write.

Remember to begin proper names with capitals. — *From "Primary Language Lessons," by Sheldon & Co.*

A Little Kindergarten Girl.

IF I sew, sew, sew, and pull, pull, pull,
The pattern will come, and the card be full;
So it's criss, criss, criss, and it's cross, cross, cross.
If we have some pleasant work to do, we're never at a loss.

Oh, dear! I pulled too roughly — I've broken through my card.
I feel like throwing all away, and crying real hard:
But no, no, no — for we never should despair;
So I'll rip, rip, rip, and I'll tear, tear, tear.

There! you pretty purple worsted, I've saved you every stitch
(Because, if we are wasteful, we never can get rich);
Now I'll start another tablet, and I'll make it perfect yet;
And mother'll say, "Oh, thank you, my precious little pet."

— *Selected.*

A METHOD IN ARITHMETIC.

BY MARY E. MAC MILLAN.

ONE of the most difficult subjects to bring within the child's comprehension in teaching arithmetic is the relation of the different orders to each other in the written number.

I have found this method quite successful in beginning in the second grade.

Arrange toothpicks in bundles of tens with rubber bands. Teacher holds two bundles in her right hand and three loose sticks in her left.

Teacher (holding up right hand): "Harry, how many tens have I?"

Harry: "You have two tens."

Teacher (holding up left hand): "How many ones?"

Harry: "You have three ones."

Teacher (holding both hands together): "How many sticks have I in both hands?"

Harry: "You have two tens and three ones."

Class is then shown that the figure two in twenty-three simply means two tens, and the three means three ones.

Teacher holds five bundles in right hand and six loose sticks in the left. Jennie will say: "You have five tens and six ones, or fifty-six sticks."

After a few changes of the numbers in each hand, the entire class will be able to tell almost instantly the number of sticks, and will write the equivalent very quickly.

In beginning addition, much oral drill should be given in illustrating the "carrying to the next higher order" before any written work is attempted. Teacher holds two bundles in her right hand and three loose sticks in her left. She wishes to add nine sticks to the amount. She puts the nine sticks with the three in the left hand. The children will soon see that she has another ten and must put a band around it and transfer it to the right hand (add one to next higher order). She will have two ones left. They will then tell her that she has three tens and two ones, or thirty-two sticks.

In subtracting nine from twenty-three, a child will see that he is obliged to take the band from one of the bundles in the right hand and transfer them to the left (take one from next higher order), so that he may take nine away. After subtracting, he will say that there are one ten and four ones left, or fourteen sticks.

By advancing from this first step with the sticks to one more complicated, the child will readily understand the "adding to" and "taking away from" the next higher order.

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GRANT.
Reminiscence.

THE CENTURY
MAGAZINE IN 1897

ALL NEW FEATURES



WASHINGTON.
Romance.

"Campaigning with Grant"

A GREAT SERIES OF ARTICLES BY GEN. HORACE PORTER

NO man knew Gen. Grant more intimately than his aide and friend Gen. Horace Porter. He has been engaged for many years on a series of articles giving his recollections of Grant as a man and a soldier, and containing a series of striking pictures of campaign life and scenes enlivened with anecdote and flashes of characteristic humor. The articles will be most interestingly illustrated. The series begins in THE CENTURY MAGAZINE for November, 1896, the first number of a new volume. In this number are first chapters of

A Novel of the American Revolution,
"HUGH WYNNE, FREE QUAKER,

Sometime Brevet Lieut.-Colonel on the Staff of his Excellency General Washington."

By Dr. S. Weir Mitchell. Illustrated by Howard Pyle.

THIS powerful novel, Dr. Mitchell's masterpiece, is a story of the American Revolution and of Philadelphia society from 1753 to 1783. Washington, Franklin, Lafayette, and other famous men, figure in it. It is safe to say that readers of this story will obtain from it a clearer idea of the people who were foremost in Revolutionary days and of the social life of the times than can be had from any other single source. It is not only historically accurate, but it is a most interesting romance of love and war. The hero serves on Washington's staff.

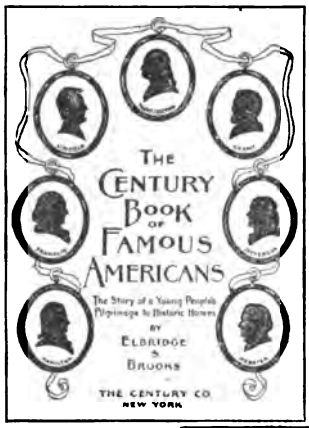
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They Get Home.

With the exception, possibly, of the anthropoid apes, the homing sense is possessed in a higher or a lower degree by all mammals; this is true also of the birds. The well-known exploits of the carrier-pigeon are so familiar that they will scarcely need comment. The duck and the goose sometimes have this sense very highly developed. I once knew a goose to travel back home after being carried in a covered basket for the distance of eighteen miles. A drake and a duck, to my certain knowledge, traveled back to their home, a distance of nine miles, after having been transported by railway. Instances of home-returnings in dogs, cats, horses, etc., are of such common occurrence that I hardly need call attention to them: the following instance is so unique, however, that I will give it: —

In the fall of 1861, a gentleman of Vincennes, Ind., visited his father at Lebanon, Ky.; when he started to return home, his father gave him a yoke of young steers, which he drove, *via* Louisville, to Vincennes. Shortly after his arrival the steers made their escape, swam the Ohio at Owensboro, Ky., 160 miles below Louisville, and in a week or so were found, one morning, at the gate of their old home at Lebanon. Led by their sixth sense alone, these animals had made a journey of several hundred miles over a route entirely unknown by them.

Fishermen are well aware of the fact that certain fish choose localities for their lurking-places which they will share with no other fish. The black bass, brook-trout, sturgeon, and goggle-eye are familiar examples of the fish which have this habit. Some time ago I performed the following experiment: I took a black bass from its home near a sunken stump, and, after passing a thin, short piece of strong thread through the web of its tail and knotting it, replaced it in the river two miles below its lurking-place. The next day I saw it in its old home, clearly recognizable by the bits of thread, which waved to and fro in the clear water as the fish moved its tail.—James Weir, Jr., in November Lippincott's.

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Heroes.

There are heroes among the pupils. Here is an instance among many that might be written:—

Two boys were in a schoolroom alone together, and exploded some fireworks, contrary to the master's express prohibition. The one boy denied it. The other, Ben Christie, would neither admit nor deny it, and was severely flogged for his obstinacy. When the boys got alone again — "Why didn't you deny it?" asked the real offender.

"Because there were only we two, and one of us must have lied," said Ben.

"Then why not say I did it?"

"Because you said you didn't, and I would spare the liar."

The boy's heart melted; Ben's moral gallantry subdued him. When school

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reassembled the young culprit marched up to the master's desk, and said: "Please, sir, I can't bear to be a liar—I let off the squibs," and he burst into tears. The master's eye glistened on the self-accuser, and the undeserved punishment he had inflicted on the other boy smote his conscience. Before the whole school, hand-in-hand with the culprit, as if he and the other boy were joined in the confession, the master walked down to where young Christie sat, and said, aloud: "Ben, lad—he and I beg your pardon. We are both to blame." The school was hushed and still, as other schools are apt to be when something true and noble is being done — so still that they might almost have heard Ben's big boy-tears dropping on his book, as he sat enjoying the moral triumph which subdued himself as well as all the rest. And when, from want of something else to say, he gently cried: "Master forever!" the loud shout of the scholars filled the old man's eyes with something behind his spectacles which made him wipe them before he sat down again.—The School Journal.

Golf a Royal Game.

A game with a history of more than four hundred years must necessarily have some interesting records. Golf has been greatly liked by kings. In the time of James I. it was generally practiced by all classes. The unfortunate Charles I. was devoted to golf. While on a visit in Scotland in 1641, as he was deeply engaged in a game, news was brought him of the breaking out of a rebellion in Ireland, and the royal golfer threw down his club and retired in great agitation to Holyrood house. When he was imprisoned at Newcastle, his keeper kindly permitted him to take recreation on the golfing links with his train. It is said that Mary Queen of Scots was seen playing golf in the field beside Seaton a few days after the murder of her husband. In 1837 a magnificent gold medal was presented to St. Andrews by William IV., to be played for annually. One of the earlier kings forbade the importation of golf-balls from Holland because it took away "na small quantitie of gold and silver out of the kingdome of Scotland," and at one time "golfe and futeball and other unprofitable games" were forbidden in England, because archery, so necessary to the defence of the nation, was being neglected in their favor.—St. Nicholas.

Sweetened Information.

Quercite is a kind of sugar found in acorns.

Glucose is the sugar produced from grape juice.

Mocose is a sugar produced from the ergot of rye.

Galactose is that kind of sugar which exists in milk.

Mannite is that variety of sugar found in manna.

Maple sugar was first made in New England in 1752.

Chemically considered, sugar is a "hexatomic alcohol."

Sorbine is the sugar found in the berry of the mountain ash.

The botanical name of the sugar-cane is saccharum officinarum.

Sugar is found in parsnips, mallows, and almost all vegetables.

Before the discovery of sugar, drinks were sweetened with honey.

Eucalyne is the form of sugar found in the sap of the eucalyptus.

By the year 1770 sugar had become a staple product of Louisiana.

The sugar-maple tree is botanically known as the acer saccharinum.

The sap of the sugar-cane produces from fifteen to twenty per cent. of sugar.

Sugar exists in the sap or leaves of nearly 200 different kinds of trees.

The refining of sugar was invented in Antwerp in the sixteenth century.

Laevulose is that sugar most liberally found in honey and various fruits.

The word "caramel" is of Greek origin, and signifies simply black honey.

Gibbon says that sugar was first brought from Asia to Europe A.D. 625.

The longest run in candy has been made by chocolate creams and caramels.

Entomologists declare that the sugar cane has 227 varieties of insect enemies. Sugar is boiled, more or less, for candy, according to the kind to be made.—National Educator.

Corean Boys and Girls

In Corea a boy goes bareheaded until he is seven years of age; some are kept in curls until the age of fourteen. Once he puts on a hat he never appears without it. At church he takes off his shoes at the door and enters with his hat on. He washes his face, eats his dinner, visits with his mother and sisters, reads, walks, rests, and even goes to bed in a skull cap. When a man or youth dresses in mourning he puts on his head an enormous straw hat, shaped like a wooden bread bowl,



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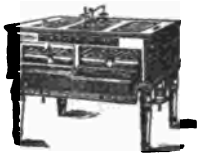
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which completely hides his face from view, and he wears this three years. A Corean little girl is never seen in public after her seventh birthday, when, like her mother, she becomes a prisoner for the rest of her natural life.

Four-handed.

Hindu children carry to school neat bundles of smoothly cut palm leaves on which to write. Each pupil carries behind his ear a reed pen, and in his hand an earthen color pot, together with a little fried rice for his lunch. Those who learn a trade receive more than manual training. The following description is taken from "The Street of Human Habitations":—

"Here is a little group of roadside ivory-workers — mere babies, all of them — using tools both rough and few.

"One of the older ones is giving his baby brother his first lesson. It consists in learning to pick up the tools with his feet; for, after he has begun to carve, he would be everlastingly disgraced were he to stop work to pick up anything which had fallen to the ground. See! he has dropped a tool now. His eyes do not appear even to move from his work, and his fingers never cease their labors till the missing object is nimbly reached for, lifted by the outstretched foot, and immediately handed to himself by the child with a gravity and dexterity which leave you speechless. Such are the 'four-handed' children of Berhampur."—Youth's Companion.

Habits of the Walrus.

Although the walrus is a formidable-looking animal, especially when he rears his huge head and gleaming tusks out of the water within a few feet of your boat, Mr. Elliott says he is not only timid, harmless, and inoffensive, but not even given to fighting in his own family. His tusks, which vary in length from twenty to thirty inches, and in weight average from six to eight pounds each, were given him to dig clams with, and are of precious little use to him either in fighting or defending himself from attack.

He sleeps comfortably in the open sea, floating bolt upright in the water, with his nostrils out and his hind flippers hanging a dozen feet below. Nature purposely built him in the shape of a buoy, so that when sleeping or resting at sea the buoyancy of his huge, blubber-cased forequarters bring his nostrils out of the water without the slightest effort on his part. He grunts and bellows a great deal, solely for his own amusement, apparently, and many a time have vessels been warned off dangerous rocks in thick, foggy weather by the grunting of the walrus lying upon them.—St. Nicholas.



The man who lies wounded on the battle-field is an object of pity. The first thought of a tender-hearted comrade is to offer succor and sympathy. There are many wounded men and women on the battle-field of life. Shattered in body and mind, and suffering tortures before which the brief suffering of the wounded hero on the battle-field of war, pales into insignificance. They make no outcry and their friends and acquaintances pass them by without offering help. Their sufferings are known only to themselves. These are the thousands of sufferers from ill-health. Their name is legion.

The pity of it is that if they but knew it there is relief at hand.

An unfailing cure for all the multitude of ills that are due to disorders of the digestion and to impure blood is found in Dr. Pierce's Golden Medical Discovery. It makes the digestion perfect. It restores the appetite. It fills the blood with the life-giving elements and drives out all impurities. It is the great blood-maker and flesh-builder.

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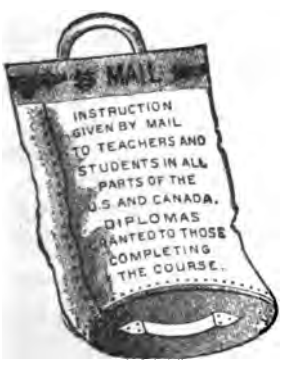
The New "Zoo."

The Zoological Garden, to be known as "The Zoo," at the old public library building, Boston, is furnishing a rare chance for study to those connected with the schools of this vicinity. For the purposes of exhibiting wild animals of all kinds, as well as other attractive features, the building has been transformed to meet the requirements of the managers, Messrs. Atkinson & Bostick. The principal exhibition hall is in the old Bates hall. The different alcoves have been made into strong cages for lions, tigers, bears, kangaroos, leopards, snakes, and other specimens of the animal kingdom. Included in the collection is Wallace, a mammoth lion which has resisted every attempt to tame him. A big elephant is seen at the lower part of the room. He is remarkably trained, and is so gentle that children can feed and ride him.

The next floor is reserved for the exhibition of baby lions, eagles, lizards, etc. There is also a cage on this floor in which are seen a kangaroo, raccoon, two large hounds, cats, and two cubs. The sight is a remarkable one, for the animals are friendly and appear to enjoy life together.

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Nicknames of the Generals.

The nomenclature of the army was particularly rich in descriptive titles, and a study of the men upon whom these names were bestowed will discover the fact that very few of them were ill-advised or misplaced.

General Ulysses Simpson Grant was at first called "Old United States," from the initials of his name. After the little episode at Fort Donelson, when he issued the edict which stamped him as equal to the emergency, his men enthusiastically declared that those initials stood for "Unconditional Surrender."

In fact, these initials caused him not a little perturbation of mind, and in the end he actually had to abandon his baptismal name to save the dignity of West Point, which unwittingly gave him a name that didn't belong to him, but since it was "writ down" the red-tape complications involved in restoring his right name presented formidable obstacles which he hesitated to tackle. Many of his men called him "Old Three Stars," indicating his rank as lieutenant-general.

General William T. Sherman was familiarly called "Uncle Billy" by his men, and also "Old Tecumseh."

General George B. McClellan, who was a prime favorite with his men, became endeared to them as "Little Mac."

General George G. Meade wore glasses and was speedily dubbed "Four-Eyed George," from that and from the fact that he was keen and quick and very little escaped his observation. The title was one of which he was proud, for he knew it was not designed to cut two ways.

General Ambrose E. Burnside, who relieved McClellan as commander of the Army of the Potomac, was at first colonel of the First Rhode Island, but when he came to the dignity of general he was titled "Rhody." Incidentally it may be stated that General Burnside also gave name to the particular cut of "burnsides" so much in vogue a few years since.

General Joseph E. Hooker got the sobriquet "Fighting Joe," which he hated heartily.

The McCook family were well represented in the war of the Rebellion, and the members were generally "bunched" as the "Fighting McCooks." General Alexander McCook had as one of his staff officers Adjutant-General Dan McCook of Illinois. Other members of the family were Captain Edwin McCook, who belonged to Logan's regiment; Lieutenant Edward McCook, who was in the regular army; Major Anson G. McCook, of the Second Ohio; Captain Henry McCook of Illinois, and Sheldon McCook, lieutenant in the navy. They bore themselves bravely, and won the title, "Fighting McCooks."

General John Pope was called "Saddlebag John." When he first took command of the army of Virginia he found everything in confusion, which he set to work to straighten out. When asked where his headquarters were he replied, "In the saddle."

General Winfield Hancock was known as "Hancock the Superb," a name given him by General Meade after the magnificent manner in which he repulsed Longstreet at Gettysburg.

General Andrew A. Humphreys, who was a distinguished engineer, was styled "Old Mathematics."

General John A. Logan had several titles. One was "Black Jack," because of his tawney complexion and long black hair. He was also called "Old War Eagle," and the "Black Eagle of Illinois."

General Philip Sheridan, whose stature was far from commensurate with his ability and brain, was greatly beloved by his men, and was called by them "Little Phil."

General Albert Sykes was "Sykesy" among his men.

General Henry W. Halleck was nicknamed "Old Brains."

General William S. Rosecrans was speedily dubbed "Rosy."

General Philip Kearney left an arm in Mexico, and was known among his men as "One-Armed Phil."

General Benjamin F. Butler, because of his peculiar drooping eyelids, was called "Old Cock-Eye."

General Judson C. Kilpatrick was known as "Kill," an abbreviation of his last name.

Dashing General George Custer, because of his long yellow curls, was known as "Ringlets."

General George H. Thomas was familiarly known among his men as "Pap Thomas." After the battle of Chickamauga he was given, as a mark of distinguished honor, the title "Rock of Chickamauga."—*Washington Star.*

Prairie Dogs.

How many of the bright-eyed boys and girls ever saw a prairie-dog village?

I will tell you about my first visit to one of them. As we were riding over the beautiful green prairie, we came to a place dotted here and there with hillocks about a foot high, and on each sat a funny little yellow dog.

These little hills, which have a hole in the top for a door, are the houses of the prairie-dogs. They would let us come quite close to them, when, with a comical squeak, intended, I suppose, for a bark, down they would go, head first, into the holes, giving their tails a "good-bye" shake.

The noise they make sounds exactly like the noise made by toy animals when you press them in your hands. Fifty prairie dogs all barking together could not be heard very far.

On a number of the hills sat solemn old owls, trying to look very wise. Most of these owls sat perfectly still as we drove by, but I saw two or three fly slowly away, as if half asleep. I wonder if these sober old birds teach the

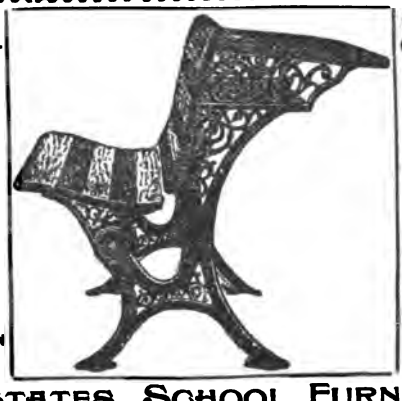
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little prairie dogs any of their wisdom.

All the prairies in this part of Kansas are covered with a short, thick grass, called "buffalo grass," and the dogs live on its roots. These roots are little bulbs, and make nice rich food for the funny little fellows.

A gentleman who has lived here for many years tells me that all their houses are connected underground by halls or passages, so that they can travel a mile or so without coming to the top of the ground.

Wherever you see a prairie dog village, there you will find good water by digging a few feet. Sometimes boys capture these queer little dogs, and they become quite tame, and make cunning pets.—The Nursery.

The Chameleon.

When a chameleon is cold he is brown. When in shade, he is white. When he comes into the light, he turns yellow or green. When angry, he is red, a bright red. He is a queer, harmless little creature, and lives in Africa.

A Cobbler's Dozen.

We often hear of a baker's dozen, and most of us know that it means thirteen. There is also a cobbler's dozen, and that, too, is thirteen. There is a tradition that there was a law which compelled cobblers to put twelve nails in the heel of each shoe, and that when nails grew cheap the cobbler's drove the thirteenth nail in the centre of the heel for good luck, and that from this came the legend of the cobbler's dozen, numbering thirteen.

The Banana.

Something over twenty years ago a New England skipper used to make several trips a year from Boston to the northern ports of Jamaica, and would return to Cape Cod Bay, his fleet schooner laden with bananas, for which he found ready and remunerative sale. Other vessels were added to the business, which grew and prospered, and soon became too important longer to depend upon the uncertain winds, and steamers replaced the schooners. Bananas were offered in quantities greater than our Yankee mariner, with his limited means, could handle, and a company was formed in 1877, with a capital of $200,000 and two steamers, and the business of systematically growing the banana for export to the United States commenced. From such small beginnings sprang the American company which now practically controls the fruit export trade of Jamaica. Its present capital is $500,000, and it has a surplus of $1,000,000, and employs twelve steamers. It ships to the United States every year about 4,000,000 bunches of bananas, besides upwards of 6,000,000 cocoanuts, and quantities of pimento (allspice), coffee, cocoa, and early vegetables. It employs nearly 2,000 men. More than 600 mules are daily in harness engaged in drawing to ports of shipment its varied products. It owns and controls more than twenty estates, comprising nearly 50,000 acres. Free schools are provided for the children of its employees. It has brought great prosperity to a languishing country and practically created an industry; and its president, the man whose foresight began all this great work and whose energy is now pushing it onward, is commonly known among the Jamaicans as the Banana King.—*Harper's Weekly.*

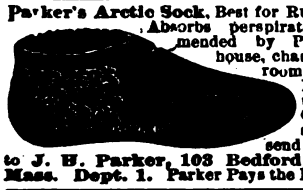
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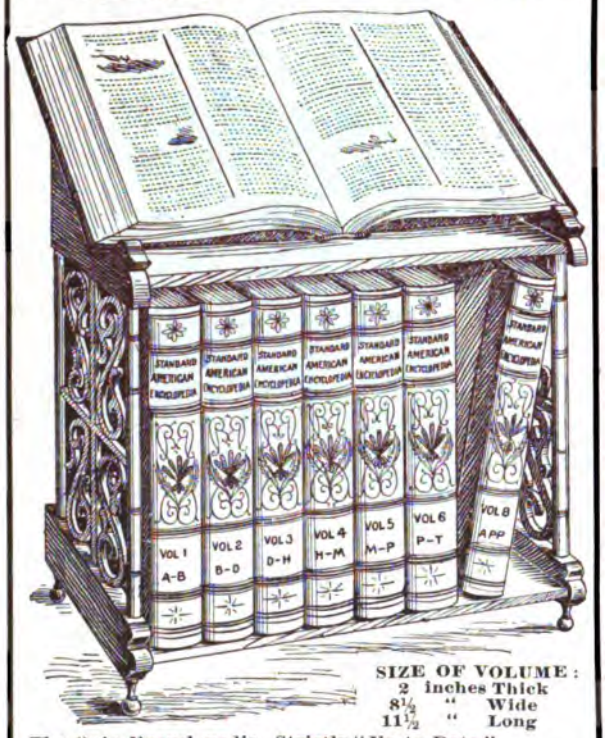
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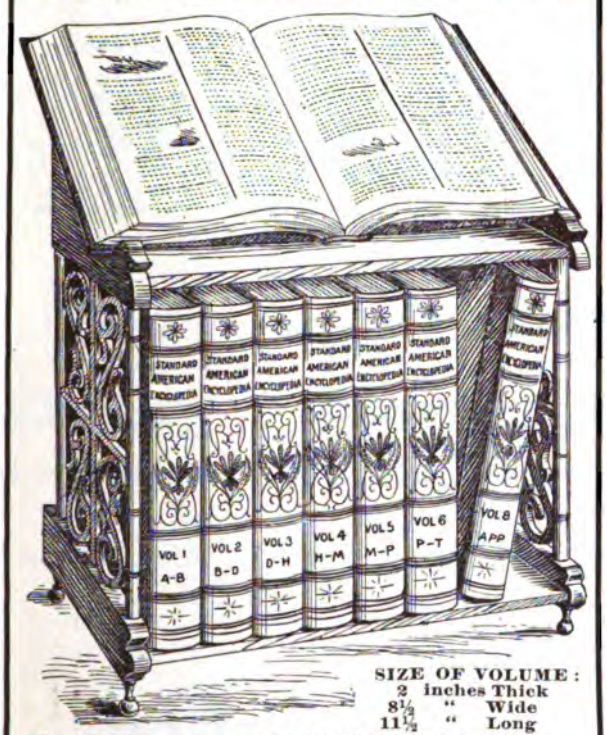
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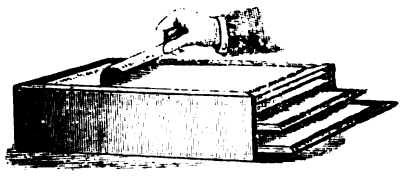
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AMERICAN · PRIMARY · TEACHER

Vol. XX.—No. 6. FEBRUARY, 1897. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

MR. WINSHIP'S CONVERSATIONS.

CALIFORNIA is as remarkable educationally as it is in fruits and flowers. No other university in America is doing so much for the common schools professionally as are the universities of California and Stanford. Their educational departments are as scholarly and as well equipped professionally as any in America outside of Clark University. They are in closer touch with the common schools and common school teachers than all the other pedagogical departments of universities in the country. In one county, nearly five hundred miles from either university, one-tenth of the teachers of last year are this year in the educational department of one or the other of these universities, and one-tenth of the teachers of this year are graduates of the professional work in one or the other of these institutions.

No one can estimate the effect upon education of having such scholarly, professional enthusiasts as Professors Elmer E. Brown and Thomas P. Bailey, Jr., of the University of California, and Earl Barnes, of Stanford, in attendance upon nearly all the educational gatherings of the entire state, known personally by nearly all the teachers, having a genuine acquaintance with a vast number of teachers in all the cities and many of the rural communities of the state.

The Southern California Teachers' Association, held in Los Angeles, December 3, 4, and 5, was composed of some 1,200 teachers from the six southern counties of the state. In order to have the funds to bring to the association educational men and women from the East these counties all held their annual institutes the first three days of the week, having as their lecturers those who were to be active participants in the meeting of the S. C. T. A.

It was an exceptionally interesting meeting. In scholarly tone, professional zeal, practical aid, and a hearty good time I have never seen it equaled. I certainly never talked so much and enjoyed so many receptions at any other educational gathering. On Thursday I was down for five addresses, and from three o'clock to retiring was a party to these five receptions: the Los Angeles Board of Trade reception at 3 p. m., Collegiate Alumnae Association at 4.30, Miss Ada M. Laughlin's exquisite dinner party at 6, Madam Claverie's fairy like reception at 9, the Schoolmasters' Club's Westminster reception at 10.30. "Labor and refreshment" were thus blended for three full days, culminating in a peerless excursion to the Alpine hotel on Mt. Lowe Saturday evening.

Pittsburg, Pa., has something in the atmosphere, in the supervision, or in the spirit and power of the teachers that produces results unexcelled, if not unequaled. On December 12, returning from California, I stopped off to see what second grade pupils could show for their teaching. They were from the Humbolt school, averaged seven years and a half in age, had been in school a year and a half, some had had a previous three months in the receiving class. It has never been my privilege to see such remarkable results from children of the same age and school experience. In reading with expression, reading from sight, pronouncing by rule and phonetically the longest words in the dictionary, retelling in their own language long stories told to them for the first time, penmanship, spelling, punctuation, articulation, enunciation, extended information, knowledge of numbers, intelligent familiarity with nature, and in drawing, there were attainments which would read like a fairy tale were I to tell what I saw.

Not all the work in Pittsburg is equal to that of Miss Cary, presumably, and not all cities have any one class that could do as well, but all over the land may be found excellent work along these modern lines, yet a well-informed educator who sat beside me ventured the opinion that even now four-fifths of the actual school work of the country is as lifeless, as mechanical, as fruitless as it ever was. Can this be true?

Superintendent Kendall, of Homestead, Pa., who has been making a study of results in many places, gave me as his judgment that Brookline has the most ideal work, but on a small scale because of the smallness of the town; that Springfield, Mass., has the best modern work in principles and methods on a large scale; that Kansas City has the most of the largest results to show for its work.

GIRLS.—(II.)

THERE are limitations to all observations. Inheritance and prenatal influences may give birthmarks in morals and character, as in body and mind. There may be crippled souls as well as bodies. Eve and Elsie Venner are not the only women over whom the charm of the serpent has thrown his spell, nor is woman alone his victim. Exceptions, however, need not be taken into account in any general observations. Cripples are seldom seen; extremes are always rare. There are women whose lives are wrecked by men who are thoughtless, selfish, or tyrannous, as there are men who suffer as grievously from similar characteristics of women; but the fact remains that

men and women as a rule are happy in contributing to the comfort and happiness of their mates. Naught is gained by magnifying exceptions. Criminology is a profitable study for the expert, but it is an unhealthy recreation for mother or teacher.

These paragraphs will not deal with exceptions, but will call attention to some guiding principles for the safe treatment of girls at home and school. Suggestion is one thing, proof is quite another. There are no physical, mental, or moral characteristics of girl or woman that have a feather's weight as proof of her irresponsibility in suffrage, privilege in labor, or justice in reward. The government survey and its chart do not show the topography of the ledges on the coast. They do not say that there are no valleys, so to speak, in the ledge through which a shallow craft may not sail safely, but the survey anchors a buoy which says: "Ledge here"; if red, "keep to the right entering the harbor," if black, "to the left." The chart is content to tell which side of the ledge the channel is. The colors are so distinct, the principle so simple, that the seafaring man, who is never a fool, may go in and out with safety, but it offers no protection to those who enjoy taking risks going over ledges. These paragraphs aspire to nothing more than the placing of buoys for the benefit, if may be, of those who have to do with children.

There are sacred and delicate phases of girl-life which should only be treated professionally by medical specialists whose training and experience would give them standing as experts in any court, phases of life of which only the vulgar and profane treat in other than a professional way. The sacred retirement of these subjects is not from conventionality or prudity, but from elements in human nature as ineradicable as the reference for virtue and the worship of purity, which ever pronounce "indecent" non-professional reference to that which is sacred by whomsoever uttered and whatever be the motive for publicity.

PUNISHMENTS AS PRESCRIBED BY CHILDREN.

BY MISS ADELAIDE PIERCE, CHELSEA, MASS.



HEN punishing children the adult often loses sight of the effect produced on the child, beyond the simple fact that the offense for which he is punished is not repeated. This satisfies many, not only the teacher, but the parent as well. As far as it goes this is very good, but now, in this child study age, many are thinking beyond the apparent and immediate effects of punishments. We are trying to better understand the child's inner consciousness, to see how he looks at the acts of his elders and superiors, what he would do if in their places, what he considers a legitimate method of dealing with certain misdemeanors. We also wish to know if he has humane instincts, at what age these instincts develop and whether there is any difference as to sex in the age at which they develop.

In order to accomplish anything in this direction very specific plans must be used. We find young children and youth unable to generalize very much. For this reason a great deal of child study work takes the form of story-telling.

The following story has been told to 890 children. These children are attending school in three different places, long distances from each other. Three-fourths of them (boys and girls) attend the public schools; of these three-fourths, one-fourth are in city schools, and two-fourths in country schools. The schools are all graded schools and include the first eight years of school-life. The remaining fourth are from a boys' reform school. This includes boys from eleven to eighteen years of age:—

Johnny Jones is a poor little cripple. When he was a very small boy he fell and hurt his back. He now has a big bunch on his back and suffers a great deal of pain. He cannot run and play as other boys can. One day when he was in the schoolyard, three of his playmates ran past him. Willie said, "See Humpy!" Then all three of the boys began to call him, "Humpy-back!" "Humpy-back!"

This question was then asked—"What would you have done with the boys if you had been the teacher?"—and the children wrote their answers. No comments or questions were allowed from either teachers or pupils.

The following tables are the results of my story. I have separated the reform from the public school, as the former were boys only, and the latter includes both sexes.

Boys.	Age–5	6	7	8	9	10	11	12	13	14	15	16	Ttl.	Pr. ct.
Whip		6	22	30	32	35	23	6	5	3		1	163	47 } 60
Punish			1	4	9	7	6	7	8	2	2		46	13 }
Scold			2	3	3	2							10	3
Shake				2	1				2		1		6	1 7–10
Law	1				3	5	1	4	1				15	4 3–10
Moral suasion					2	2	3	3	1	3	1		15	4 3–10
Higher authority			2		1						1		4	1
Kept after school				2	1	3	3	3		1			13	3 7–10
Send note home			3	1	3	4	1	1	2			1	16	4 6–10
Revenge					1	1	2						4	1
Miscellaneous		4	4	1		3	2	5	2	1	1		19	5 1–2
Lose recess			2			3	1	4	4	2	1		17	5
Apologize							2		5	6		1	14	4
Indefinite		1			1		1				1		4	1
Threaten														
Do nothing								1					1	3–10

Girls.	Age–5	6	7	8	9	10	11	12	13	14	15	16	Ttl.	Pr. ct.
Whip	2	7	27	35	26	16	16	16	4	1			150	41 } 54
Punish	1	2	2	4	10	9	9	3	4	3			47	13 }
Scold			1	3	7	3		2					46	4 4–10
Shake				1	1								2	6–10
Law		1		1	3	2	2						9	2 1–2
Moral suasion		1		3	5	3	3	2	4	2	1	1	25	7
Higher authority		1		2	2	3	1	1	1				11	3
Keep after school			2	2	4	3	2	4	2				19	5
Send note home				2	3	3	1	3	1	1			14	4
Revenge					1	1							2	6–10
Miscellaneous			4	2	7	1	1	2		1			18	5
Lose recess		1	2		4	1	1	3	6	3			21	6
Apologize				1		1		2	6	7			17	4 7–10
Indefinite		1		1	3				1				6	1 7–10
Threaten								2		2			4	1
Do nothing														

The first on my table includes a number of different forms of whippings, but in all some instrument is used with which to whip. Nearly one-half of the children consider this a legitimate punishment. The second form includes those who simply said, "I would punish them," without stating the manner of punishment.

I find in the majority of cases when a child is told that he will be punished he infers that whipping is intended.

Combining these first two forms, we have fifty-four per cent. of the girls, and sixty per cent. of the boys who favor corporal punishment.

My conclusion in regard to number two is drawn from this fact. Many times when I have said to a child that I should have to punish him if an offense was repeated, he has considered it equivalent to saying that he should be whipped. Let me say just here, that one lesson may be learned by the teacher from the fact that but four children mention any form of threat.

But forty advocate moral suasion. Of this number three-fifths are girls. The average age of this class is eleven years, with but three months difference between the boys and girls. The girls average three months younger.

The average age of the corporal punishment class is nine years, five months. In this class the average from the girls' table is five months younger. The appeals to parents are very few. This may be because the children, very many of them, come from very poor homes, where a blow is much more frequent, as a correction, than a kind word.

One little girl would administer corporal punishment first, "then not let them do any work, but think about the wrong they had done."

Another wishes disgrace to accompany the punishment and would have the whipping given in the presence of the whole school.

A very few display a spirit of revenge. One boy would "lick them and call them names," another "would break Willie's back, then call him Humpy."

In the miscellaneous class were found such reasons as, "Put them down in first grade"; "Would not help them get into forth grade"; "Send them over the water"; "Spell them from school"; "Tell them not to do it no more"; "I would have learned them better"; "I would have been sorry, very sorry"; "I would not let him go out doors alone"; "I would send him out of school and have someone break his back and that boy would call him humpback."

2. What are the humane instincts of children as regards deformity and misfortune?

There is much to be considered in answering this question.

Our table gives us some form of corporal punishment from the majority of the children for this particular incident. Can we infer from this that their sympathies are with the cripple? Children are influenced by their surroundings more than by their feelings, oftentimes.

Would not the fact of the lesson or story being given by the teacher lead them in their thought? Yet, in this particular instance (which is a true one), there were at least four hundred children in the yard at the time, while but three called the cripple names. On the other hand, a poor old insane woman will pass the same school, and, unless the teachers interfere, half the school are following and tormenting her.

Two children, boys of five and six years, seem to have lost sight of the offenders completely, in their sympathy for the cripple.

One says, "I think the little boy ought to stay at home if his back is as bad as that," the other, "John's mother ought to send him to the hospital to make him better."

REFORM SCHOOL.

	11	12	13	14	15	16	17	18	Ttl.	Per cent.
Whip	2	2	5	21	22	10	1	3	66	24 \| 35
Punish		3	3	7	7	7	2		29	11 \|
Scold					2	1			3	1
Shake				1					1	4-10
Law			1	1					2	7-10
Moral	1	2	5	8	15	6	6	1	44	16
Miscellaneous				2	2	5		1	10	4
Indefinite			1	1	2	4			8	3
Higher authority	1		4	1	5	2			13	5
After school		1		4	4				9	3 3-10
Notify parents		1	3	5	6	1	1	1	18	7
Apologize			3	9	9	9	7	1	38	14
Lose recess		1	2	4	3	1	2	2	15	5 5-10
Put yourself in his place.				6	4	2	3		15	5 5-10

In the table above the papers have been treated in the same manner as those from the public schools. The only new element is the "Put-yourself-in-his-place" class. This element was wholly absent from the public school papers. I obtained from this school 232 papers. The ages of these boys ranged from eleven to eighteen years.

I find here, as in the other papers, that when punishment is mentioned it generally means some form of corporal punishment.

Including both one and two, I find thirty-five per cent. in favor of corporal punishment. The average age of this class is sixteen years. I find here forty-four or sixteen per cent. in favor of moral suasion.

In the miscellaneous class I have included cruel punishments. There were so few I thought best to include them in that class.

In comparing the numbers who would employ cruel punishments I find a little more than three-fifths of one per cent. in the reform school and about one per cent. in the public school.

This, with the last class on the reform school table, forms the only material difference in the schools.

A casual glance at our tables and the results drawn therefrom would lead us to say the reform school stood on a higher plane of ethics than the public school; but if we compare the ages of the children, we shall find one cause for the differences. The public school has no children older than sixteen years employed in this test, and the greater part of them are younger than thirteen years; while the reform school is represented by children the youngest of whom are eleven years and the oldest eighteen years. It would be hardly right to draw very strict comparisons, on account of the great difference in the ages.

In the miscellaneous class we find such punishments as these recommended: "I would ask Johnny Jones what he wanted done with the boys." "I would take a large piece of cardboard and write the word coward on it and pin it on the back of every boy that called Johnny Jones 'Humpy-humps,' and make them sit in a row with their backs towards the door, so that every one that came in would see them and would want to know about it." "I think I have no punishment big enough to punishment this boy." "It depends what kind of a girl or boy it was before the punishment was afflicted. If they were soft-hearted, probably kind words would avail, but if their

hearts were like stones I would give them a sound punishing because I think it would teach them a lesson."

One boy of seventeen sagely remarks that, "You can persuade children easier than you can drive them to do things." Another of the same age favors apology, because "to go apologizing to anyone is one of the hardest battles there is to be fought because the amount of shame there is to get down and humble yourself to anyone." A lad of sixteen prefaces his remarks with, "This is the story of J. Jones."

I find that the children of the higher grades take into account the difference between the leader of the misdemeanor and those who were influenced by him. The papers furnish material for but imperfect conclusions. To form just and true comparisons we need a given number of papers from each age and sex and given under similar conditions.

TEACHING OBEDIENCE.

BY A PRIMARY TEACHER.

"WILLIE, I have told you twice during the last hour to put that top in your desk and let it stay there. It keeps your attention from the lesson. Put it on my desk now."

The teacher, a girl with a calm face, spoke in soft, clear tones, but with a ring of determination that caused the boy addressed to hesitate before he refused to give up his highly-prized plaything.

"I don't want to," replied Willie. "I will put it in my pocket."

Mary Montcalm, the new teacher of the primary school, cast a quick glance around her schoolroom. She knew that, though apparently busy at their tasks, every child was "taking her measure."

"Oh, if I could only let him put it in his pocket," thought the kind-hearted girl; "but there is a principle involved. I must teach obedience or I shall be untrue to my trust.

Turning to the blackboard, she wrote in a large, round hand, "Obey them that have the rule over you"; then quietly seating herself, she requested Walter Wade to read aloud what she had written, and then the whole school to read it in concert.

It was done.

"Who can tell what is meant by obey?" she asked. A number of hands went up, but Willie's head went down.

"It means, do what you are told to do," said eager little Johnnie Grey.

"Johnnie, suppose a big boy should give you a cigarette this evening and tell you to smoke it. Ought you to obey him?"

"No," said Johnnie, with a puzzled air.

"Why not?" asked the teacher.

"I know," said Clarence Carlton. "You wrote 'Obey them that have the rule over you,' and the big boy has no rule over Johnnie and so he ought not to obey him."

"Very well, Clarence," replied Miss Montcalm. "Now, who has the rule over him?"

"Why," said Clarence, "his father and mother."

"And teacher too," quickly added Charlie Brown.

"Is there no one else?" inquired the teacher.

"Yes, God has the rule over us all," said quiet little Mary Green.

"You are right, my child, and these are God's words, spoken to us through his book," said the teacher in an earnest tone.

After a pause, during which she did not even glance at Willie, the teacher said, "All who think it right to obey the teacher may stand up." A moment's pause—then every child arose.

"Thank you," said she. "Take your seats now."

Just then a little form was seen moving slowly up the aisle, and with eyes beaming with triumph of self-conquest, Willie laid his top on the teacher's desk.

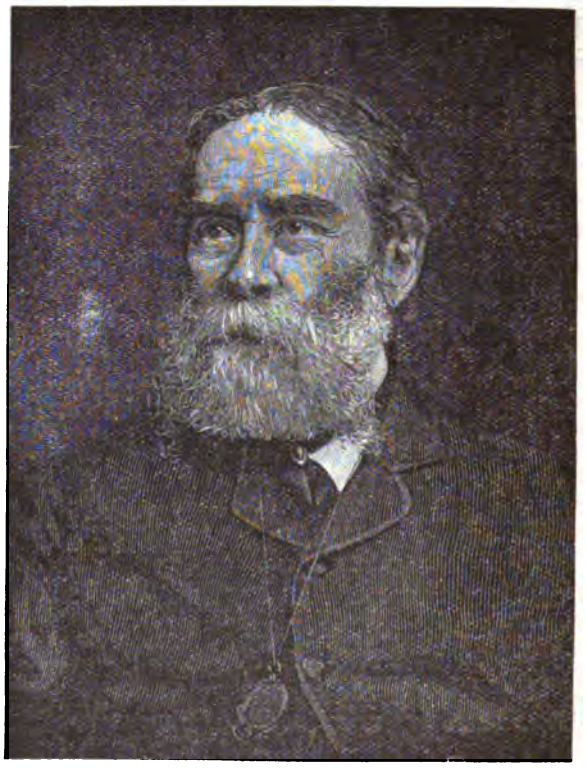
"My noble little man," said the teacher, "I can teach you nothing that will be more valuable to you than the lesson you have learned to-day."

JAMES RUSSELL LOWELL.

BY HELEN DEANE.

IN Cambridge, Massachusetts, long before the days of the Revolutionary war, a great house was built among fine old trees and shrubbery.

When James Russell Lowell was a little boy he loved this house, for it was his home.



JAMES RUSSELL LOWELL.
From Richardson's Primer of American Literature (Houghton, Mifflin, & Co.).

There was a large library of many beautiful books in this house. Here the little boy liked to sit looking into the wonderful books and pictures.

He had two brothers and two sisters.

As he grew older he took long walks among the trees and listened to the birds.

His mother sang to him many ancient songs and queer legends. His blue eyes would dance with delight to hear these, for he liked them.

He was fond of reading, but did not like arithmetic.

He was a cheerful little boy, and told bright stories and adventures to his playmates.



ELMWOOD, HOME OF JAMES RUSSELL LOWELL.

From Richardson's Primer of American Literature (Houghton, Mifflin, & Co.)

When he was sixteen years old he went to Harvard College.

When in college he wrote some poetry. Some people thought this was a waste of time, but he wrote so well that he was chosen the poet of his class. This was an honor.

When he left college, he read law, but he did not like it; he liked to write better than to study law books.

A volume of poems was published and the people received it gladly.

His friends urged him to write more poems and so he did; he wrote better ones.

At one time he wrote a long poem, "The Vision of Sir Launfal." He would neither eat nor sleep until it was finished. It took him forty-eight hours to write it.

Again he wrote another great poem about the war. It is called "The Commemoration Ode." A man came all the way from Rome to hear that poem read. He thought it the greatest poem on the war he had ever heard. Soldiers, scholars, and hundreds of people admired it.

Mr. Lowell lectured to the people in America and in Europe.

Once he was minister to Spain.

He had many friends in Europe.

Among some of his friends in America were Longfellow, Emerson, and Holmes.

SUBJECTS FOR COMPOSITIONS.

A Picture of Lowell's Home.

Amusements and Occupations of James Russell Lowell When a Boy.

The Great War Poem by Lowell.

Friends of Lowell.

Manhood of James Russell Lowell.

OUR METHOD-SPELLING.

BY WINIFRED TAYLOR.

OUR spelling is, as far as is practicable, connected with other subjects in our daily plan. Perhaps in connection with the day's nature talk, the following is written on the board, arranged exactly as it is to be copied in the blank-books which the pupils keep for this purpose:—

FALL FLOWERS.

Autumn's blossoms are not so fragrant as those of spring.
Nature wears brilliant colors in the former season; during the latter she appears in delicate shades.

CULTIVATED.	WILD.
chrysanthemum	goldenrod
nasturtium	wild aster
marigold	fringed gentian

This is to be copied during the study period, read thoughtfully, all words not understood looked up in the dictionary; all pauses noticed carefully, each unfamiliar or doubtful word to be especially studied.

Then follows the recitation period, when the subject of lesson is made an opportunity for oral language practice, the use and choice of words is discussed, and the use and meaning of pauses. The lesson is then erased, and drill in spelling follows. The next day the lesson is dictated for writing in the spelling-blanks. No teacher can arrange a lesson that will answer every need. The following are offered merely as suggestions. We may be learning a memory gem by Longfellow, or celebrating his birthday, so the following lesson is written:—

AN AUTHOR LESSON.

Henry Wadsworth Longfellow was born in Portland, Me.
This celebrated poet lived many years in Cambridge, Mass.
He was once a teacher in Harvard College.
Many famous men were his friends. Agassiz, Lowell, Whittier, and Tennyson were among them.

Tales of a Wayside Inn.
Evangeline.
Miles Standish.
Hiawatha.

If you wish to review geographical names, and to emphasize some point in mechanical language, use a few sentences of interesting new facts about the names, followed by a list of names connected with the subject.

Do not be afraid of introducing new words, of adding to their vocabulary, of discussing synonyms.

WINTER SUGGESTIONS.

KEEP a record of all the extra cold days. Of the days of good sleighing, of good coasting, good skating.

Have essays upon "The Snowstorm," "Skating," "Coasting," "Sleigh-riding," when each is most timely.

Call attention to the way that smoke rises on a clear, cold day.

Have studies of the frost work on windows these snapping cold mornings.

Fishing through the ice is a good topic for conversation and composition in the communities where it is common.

Teach about pickerel and lake trout.

Study about ice cutting.

It is the season for moose and deer.

"A Slippery Day" makes a good subject for a semi-comic composition, especially for children who can illustrate their writing.

Lumbering is a good theme for February.

Study the trees that are cut by lumbermen.

The nuts of commerce are good themes for the season.

"Crows in Winter" would make a good subject for a few paragraphs by children that had observed them.

Burns' "Cotter's Saturday Night" is good reading.

"The Wood Pile" is another good subject for a few paragraphs touching upon the varieties of wood, the qualities of each, the way in which it is chopped, etc.

The laurel, the holly, the yew, the juniper, the persimmon, the magnolias, are good winter studies.

Are you keeping a weather record? The days are lengthening.

Watch for the northern lights. By what other name are they called?

You may find green ferns under the snow.

The pussy-willows are covered with tiny scales.

The crows are looking for food after the snow.

These are the days in which to read stories of the Eskimo. Have you read Schwatka's "Children of the Cold"?

Look at the snow crystals and sketch them.

How many different forms do you find?

You can now study the bark of the trees, and their general form.

"The Open Wood Fire" is a good subject for a dreaming composition.

The hare has put on his winter coat. What color is it?

The snowbirds and tree sparrows still flock about the seed stalks in the garden.

If there is a telescope in your neighborhood, get a peep at the winter sky; if you have not that advantage, make the best use of your own eyes.

Have you read Ball's "Star-Land"? It is one of the best books for your young people.

Does the sap in the trees freeze?

Can you tell by looking at the clouds whether we are going to have rain or snow?

Are the snow-flakes larger in a severe storm or a mild one?

To what depth is the ground frozen?

What effect does the frost have on stones and cliffs?

Do more plants die of the cold winters when the snow fall is heavy or when it is light?

What animals feed on the young buds of trees?

Do you know another name for the chickadee?

How many animals can you name that sleep days and prowl about for food during the night?

GAMES AND PLAYS.

C. C. N. S. ENVELOPE.

VALENTINE GAME.

THE children are seated in a half-circle, facing the teacher, who may represent the central or main post-office. A little child chooses two children, one a little taller than the other, to represent the lamp-post, and one a little smaller, to represent the mail-box. Both children are placed back to back on a corner of a street in front of the half-circle. Other children are similarly chosen and placed at intervals along the street. Eyes are closed. The smaller children hold their arms bent upward to receive the mail—valentines. Night is fast setting in and the lamp-lighter makes his rounds to light the gas. He goes from post to post, clapping his hands to imitate the striking of matches. The child representing the lamp-post opens his eyes to represent the light. Each little child who has a valentine now goes to the mail-boxes, either on foot or driving a pony (another child). They all come a long, long distance. When all have mailed their valentines, the mail-carrier or post-man with his mail-bag and whistle comes to collect the mail from the boxes, which he finally delivers at the main office. When the lamp-lighter has made his morning route and turned out the lights, all the children will have resumed their first places, which they leave to call for their mail when their names are announced.—Kindergarten.

SONG.

On lamp-post so high
At corners, I spy—
Boxes so strong and so queer, I think.
At the top there are slits
That a letter just fits—
And in we drop valentines, letters, and bits
Of notes that we send
Of love to a friend,
And messages sweet, that tell our love.
The postman comes 'round
With his bag on his arm
And carries them safely to those we love.

The supplement affords opportunity for teachers to place upon their walls a new and beautiful portrait of Washington, an American who will always furnish an appropriate patriotic study for the schools.

* Animal Studies. *

LESSONS ON ANIMALS.*—(I.)

BY LOUISE J. HEDGE.

THE CAT.

FOR this lesson the teacher brings into the classroom a live cat for the children to study. As she puts it on her desk she says: "Let us talk over what we already know about cats and see if, by a little thinking, we can find out some new facts about them.

"To begin with, tell me what cats like to do?"

Among other answers she is quite sure to get the one she wants, that they like to catch mice.

"How do they catch mice?" she asks, and the answers come, "They chase the mice," and "They spring upon them and hold them with their paws."

"Then, cats are swift runners? Let us find out why it is they can run so fast."

But the children are much mystified by what follows, for their teacher asks one of her boys to run the length of the room, flat-footed, that the class may see what good time he can make. Again she sends him, this time on his toes. The children see at once (what the boy knew practically long ago) that one runs more swiftly on the toes than on the whole foot.

"Why?" is the next question, and the children cannot reply until after they have answered, "Who runs faster, a short-legged boy or a long-legged one?" Then one eagerly answers, "You can run faster on your toes because it makes your legs longer."

"Now let us see what this has to do with our cat. Does he walk on his toes? Perhaps you do not know that a cat has a set of bones very much like ours, only shaped to suit his way of moving.

Taking up a hind leg, the teacher shows the toes, the part which is like our heel, only that it does not touch the ground as a cat walks or runs. In the same way, she shows the resemblance of the foreleg to the human arm, the toes alone (in place of fingers) being used for walking and the elbow almost hidden in the soft flesh close to the body.

"We have found that cats are toe-walkers, then, and we must keep our eyes open for other toe-walkers among the animals we see."

"How many toes has a cat?" comes next, with its decision of five on each forefoot and four on each hindfoot.

"I think Puss must make good use of that fifth toe in some way," continues the teacher. "What use does he make of his forefeet besides in walking?"

"He uses them in holding a mouse or a bone," says a little girl who owns a cat.

"Yes, and there the fifth toe helps a great deal. I heard a story once of a trick played on a cat and a dog," the teacher replies, knowing how a story fixes a point. "Whether it was true or not, I do not know. A piece of meat was placed close beside a short, lighted candle, and the cat and the dog were called in. The dog made several frantic dives for the longed-for morsel, only getting well singed for his pains, whereat he barked in a most excited fashion. Pussy watched all this quietly, and when the dog gave up in disgust came quietly forward and with careful clawings rescued the meat without so much as losing a whisker. That is like a cat, isn't it? What really gave Puss the advantage over the dog was his claws, of course."

"How are these claws different from our nails?" the questioner goes on, getting in reply that they are not flat, but narrow, curved, and sharp. That is well enough, but she is probing for something else.

"I see my nails whenever I look at my hand. Is that true when I look at a cat's paws?" gently lifting a forepaw of the long-suffering cat. "'No,' you say; "then what can he do with his claws?"

"He can draw them in and out as he likes."

"Why is this, do you think?"

"So he will not always scratch."

"What would happen to those sharp claws if they hit the ground each time Puss stepped?"

"They would get dull."

"That is right. If they were always out, they would be no sharper than a dog's. What are these for?" As the teacher speaks, she touches the little footpads.

"They help Puss to walk softly so mice won't hear him."

"Puss steps more softly than a dog and there is one thing a cat can do which a dog cannot do at all. I have seen it serve him well when a dog chased him. What is it?"

The children laugh as they think of the times they have seen Puss escape his tormentor, and eagerly respond, "A cat can climb a tree!"

"What other animals can?"

The girls think of monkeys, but the boys, lovers of hunters' stories, are more likely to think of bears, while the teacher herself suggests boys, much to the children's amusement.

A few questions bring out the facts that boys, bears, monkeys, and cats in climbing all hug or clasp a tree with the forelimbs. "That is just why they can climb," proceeds the teacher, "and this power to clasp anything with the arms or forelegs seems to depend on having a collar bone. Put your hands to the front of your shoulders and feel that horizontal bone, running from your breast-bone to your arm. The animals that have no such bone cannot swing their forelegs sidewise much or clasp things well, but must get along with swinging them back.

"Let poor Pussy's legs rest now and tell me what he likes best to eat. Meat, you think,—then that makes him a flesh-eating animal. Look at his teeth. Touch the teeth in your mouth that are longest in cats. You remember those are very long in a dog's mouth. For that reason they are called 'canine teeth,' which means 'dog-teeth.' Those teeth are long to help the animal tear the flesh he eats.

*Copyrighted.

"See the front teeth, what do we use our front teeth for?"

"We bite with them."

"Certainly. We bite apples, bread, and such things,—things Puss does not care for. Tell me something about the cat's cutting teeth?"

"They are very tiny," the children answer.

"And they never grow large, because Puss has very little use for them. She could not bite meat with them even if they were larger."

"Now notice the back teeth, then feel your own. How do they differ?"

"The cat's are sharper and thinner through than ours."

"They too are suited to flesh-eating, you see. Even the tongue helps in getting meat from bones. You remember how rough it feels when your cat licks your hand? Those little points turned backward act as so many scrapers.

"When cats were wild, they had to get their own food, and so their senses are very keen. What ones are keenest, sharpest, do you think? Sight and smell, you say. I think their hearing must be counted too. Speaking of sight, how are a cat's eyes very different from ours?"

Here the observant children are most helpful, for they are able to tell in some fashion of the circular shape of the pupil when a cat has been in the dark and of the slitlike character in a strong light. The teacher suggests that these changes are like the opening and closing of our blinds to regulate the light in our rooms.

She asks them to watch for these changes in the cat's eyes and to notice the black spot in each other's that they may find out whether it changes in anyway, even if it is not like a cat's, for surely people must have some way to shut out the strong light or to let in more light when it is faint.

"I have one more set of questions to ask you and then we will sum up what we have learned. What are these for?" touching lightly the hairs that line the cat's ear, but not so lightly but that he gives that quick instinctive twitch of the head and ear one knows so well.

The children look puzzled, but at the hint of the likeness of the little hairs to a little screen, a few ask if they are to keep out little flies.

"Yes, not only flies, but any other insects, and you saw how the hairs warned Puss when I touched them and what he did to protect himself.

Are a dog's ears so carefully lined? Perhaps you do not know. Look the next time you have a chance, and now instead tell me how a cat carries his ears and then how a dog does."

This the children know and answer. "The cat's ears stand up straight unless he is frightened, and a dog's ears lop over."

"Then, do you believe a dog needs so careful a screen? Think that over and find out, besides whether he has it or not."

Then with quick questions she recalls the main points of the lesson, recording on the blackboard something like this:—

The cat is a toe-walker.

He has five toes on each forefoot and four on each hindfoot.

He has sharp claws which he can draw in and out.

He is a climber and has a collar bone.

He is a flesh-eater, and his teeth are sharp and fitted for tearing flesh.

His senses of sight, smell, and hearing are very keen.

The pupil of the eye changes from the shape of a circle to a slit according to the light.

The ears stand erect and have a screen of hairs inside.

DOGS.

BY MARY F. MORE.

I. The shepherd dog is of medium size, rather slender in form, with sharp muzzle, ears erect, or in



SCOTCH COLLIE.

some breeds, as the Scotch collie, drooping at the tips; hair soft, long and shaggy, and somewhat waved. The tail hangs loosely and is very bushy. The feet are well protected by hair, so as to be adapted for rough ground. The eyes are bright and intelligent.

No dog is more intelligent, and perhaps none so gentle and docile. He helps to guard the sheep as they graze on the hills and plains, and at night drives them safely into the fold.

II. The greyhound has a very slender body, long legs and muzzle. He can run swiftly for a long time without seeming tired. On this account he is kept for the chase. He does not scent his game, as the hound does, but pursues it chiefly by sight.

III. The hound is used to hunt the sly fox that

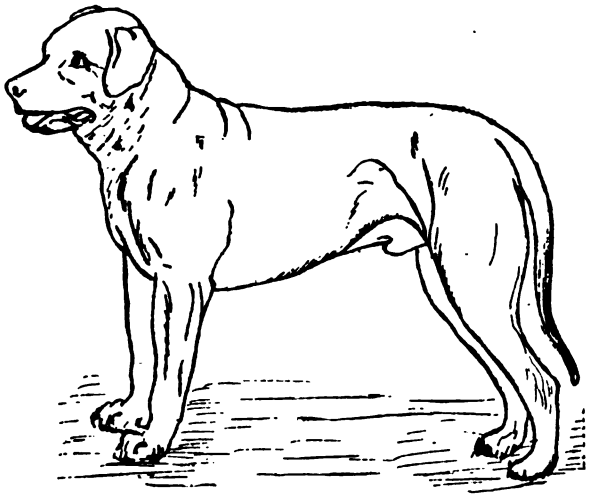


HOUND.

steals our lambs, geese, hens, and chickens. His

muzzle is not so sharp as the greyhound's, nor is his form so slender. His ears are large and flabby.

IV. The mastiff guards his master's house by day and by night. He barks at the sight of a robber, and seizes him if he attempts to touch anything. An English mastiff which I saw recently was large and powerful. He had a large head, broad muzzle; large, thick, flabby lips; hanging ears of moderate size, smooth hair, and a full but not bushy tail. He was twenty-six inches high at the shoulder. Some mastiffs are much larger.



MASTIFF.

V. Newfoundland dogs are large and strong and used to the water. They have saved many people



NEWFOUNDLAND.

from drowning. If one of them were to see a child fall into the water, he would instantly jump in after him and bring the child safely to land.

Tell stories illustrating important characteristics.

SLATE WORK.

Write ten lines about your dog, observing the following order of topics: —

Kind, size, form, color, and quality of hair.

Usefulness and disposition.

Your treatment of him, and why you thus serve him.

How do you care for your dog during this cold winter?

At least once a month have the children in the lower grammar grades write the names of all the books they have read since the question was asked before. Ask what book they like best, and why they like it.

HUMANE EDUCATION: WHAT TO TEACH AND HOW TO TEACH IT.

BY SUPERINTENDENT BURT JAY TICE, A. M.

[Abstract of Address before the Rhode Island Teachers' Institute, Sheffield, Mass.]

I ASSUME that all agree as to the necessity of humane education. The question is what to do and how to do it.

What to do depends on the objects of humane education, which are in brief these:—

1. Practical knowledge,—for the subject is as practical as the multiplication table,—knowledge about the care of domestic animals, the value of birds to the farmer, etc.

2. The prevention of the suffering of animals.

3. Training in thoughtfulness, sympathy, and mercy, for the prevention of all cruelty towards either man or beast.

I want to put emphasis on this idea, so often overlooked, that it is not so much the suffering of the animal that we are trying to prevent as the moral degradation of the person who causes that suffering.

How shall we teach? In general, by leading the pupil to know what to do and what not to do; by interesting him in animals and creating in him a love for them; and by creating a strong sense of right, and a tendency toward kindness. But specifically how shall this be done? In four ways, indirectly, incidentally, by correlation, and by direct teaching.

If the teacher is interested in this subject, there will be countless ways to show it. Did you ever know for any considerable length of time an ardent lover of Shakespeare, or a rousing fiery Methodist, or a red-hot free silver man, without finding it out? Surely there are plenty of chances, and it does not take long to make some brief remark, such as these:—

It pays to take good care of domestic animals.

Most birds are of great help to the farmer.

Fish should be killed as soon as taken out of the water.

Animals have rights as well as people.

Any person who deliberately tortures a dumb animal would commit any crime not requiring courage.

Probably the most work in humane education can be done by correlating, or uniting, it with the regular studies of the school. A little thought will enable a teacher to unite the subject with all or nearly all of the branches commonly studied. It can be joined very easily with work in literature, reading, language, nature study, and ethics.

In literature have the pupils recite memory gems, or read poems by standard authors. Nearly every great author from Spenser and Shakespeare to Tennyson and Holmes has touched on this subject. In the reading class "Black Beauty" and similar works should be used as supplementary readers. Suitable books and leaflets may be lent to pupils to be read at home. In giving language lessons, stories told or read may be reproduced, or compositions may be written on appropriate subjects given by the teacher.

Nature study affords a fine chance to teach kindness to animals. Any teacher can do good work in this way. Let the child observe, draw, talk about, and write about common animals. Let him notice their habits and learn to care for them, and nothing is more certain than that he will love them.

Lead children to be interested in pictures of animals by standard artists. These may serve also for language lessons. Choose a photograph of some good work of art, say, Rosa Bonheur's "Norman Sire," and have made for it a frame with an adjustable back, fastened with buttons. The picture can then be easily taken out and another of the same size can be inserted in its place. Take the picture and frame into a schoolroom. Ask the children if they like it, and of course they will say they do. Ask them if they would like to have it to hang in their room, and watch the enthusiasm with which they answer "Yes." Ask if they will bring a few cents from their savings or spending money and give it to help buy the picture and frame.. If you fail to get them to say "Yes," yours will be the first failure I have ever heard of. The same frame will do for any number of pictures, and pictures may be exchanged, or transferred from room to room, and from building to building, so that the children may see a large number of pictures. It is not hard to save money by arranging entertainments or by soliciting subscriptions. Generally pictures can be borrowed for a time without expense.

Kindness to animals may be taught directly by talks which the teacher may give, or may invite some one else to give, by the observance of "Bird Day," and by forming Bands of Mercy.

Let me add a few more suggestions: Inform yourself thoroughly on this subject. Leaflets, books, periodicals, and all necessary information, directions and materials for every branch of this work, including the forming of Bands of Mercy, may be obtained by calling on or writing to the Humane Education Committee, 61 Westminster street, Providence, R. I. An assortment of leaflets, suitable for use in schools, will be sent by them on receipt of twenty-five cents. "Black Beauty" and other publications suitable for work in schools can be obained by addressing George T. Angell, president of the American Humane Education Society, 19 Milk street, Boston, Mass.

Here are a few cautions about mistakes I have known to be made: Teach steadily, not spasmodically. Avoid controverted points, and topics unfamiliar to you. Avoid weak sentiment and highly improbable stories. Don't describe revolting scenes. Don't hang in your schoolroom pictures of hunting or battle scenes. Don't suggest unthought-of cruelty. Avoid vivisection, and with young children dissection. Don't make your teaching stiff and formal. Don't obtrude the moral to your stories. Don't "preach." Especially don't preach one thing and practice another. Said one little fellow to his mates, "I know why the teacher don't want us to rob birds' nests. She wants the birds to grow up, so she can wear 'em on her bonnet!"

Finally, if you find that you or your pupils are losing interest, stop the work at once.

Let me answer a few objections. You "have no material." You do not need much, and the little needed can be had for the asking. Do you say you "don't know how"? The work is very simple. There is nothing in the world a child is more interested in than animals. Search for and think out ways to make the subject interesting. You can teach kindness to animals if you can teach anything. But you "have no time." This work takes no time, or at least takes very little, if you teach as I have suggested. Furthermore, if you will omit the minute non-essentials in subject matter, the dry, disconnected facts; if you will not allow your pupils to mope, dawdle, and idle; if you will teach your children how to study; if you will plan your work, teach by proper methods, and in ungraded schools unite your classes; if you will save the minutes, you will have all the time needed for this and all other necessary work.

PAPIER MACHE MAPS.

PLEASE tell me through the columns of the Primary Teacher how to make the papier mache for a relief map.—A Subscriber, Detroit.

Few teachers are aware how easily good paper pulp may be prepared. The common waste sheets of paper from the pencil tablets should all be preserved, and when a quantity has been collected, the pulp can be made according to the following directions:—

Tear the paper into small pieces not more than an inch square, and fill a common water-pail with the bits of paper. Over this pour three quarts of boiling water, and let the paper soak for about six hours. Pour off any excess of water, and macerate the mass, stirring it with a rough stick until the paper becomes pasty. By pressing the end of the stick down into the mass many times, the pulp may be made very smooth and fine, and will take impressions from the lines of the hand. Any of the boys in the class can readily learn how to prepare the pulp and will soon take pride in preparing a fine grade of papier mache for class use. The material may be kept in an earthen jar for any length of time, and additions made from time to time, as occasion may require.

It is not necessary to have white paper in order to prepare a good, serviceable pulp; common newspapers may be used in making a uniform pulp scarcely tinged with gray.

Superintendent Skinner: Show the pupils in your schools that the Stars and Stripes stand for place, as well as power, and do not lay first stress on battles fought and won. Teach pupils American history. It is painful to see the ignorance of American history on the part of many applicants for the position of teachers.



THE CHILDREN'S STORY OF WASHINGTON.

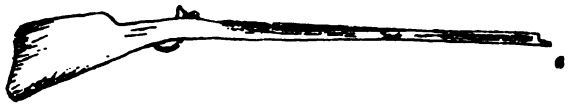
BY ELLA MARIE POWERS.

EVENTS in the life of Washington may be impressed upon the children by means of illustrations.

The following may be given as an exercise, composition work, drawing, or card-sewing. If given as an exercise, each child should provide himself with the article mentioned in his lines: —



A hatchet like this George Washington had,
But he cut a fine cherry tree.
His father then said, "Who cut this, my lad?"
"I can't lie; I cut it!" said he.
"My good, honest boy, I would lose every tree,
Than know that one lie
You would tell to me."



George Washington carried a famous old gun;
A soldier was he brave and true.
He fought with the Indians — how they would run
When Washington came into view!



A hat like this George Washington wore,
As the soldiers he wisely drilled.

We think of those battles so fierce of yore,
Of men hungry, starving, and chilled.

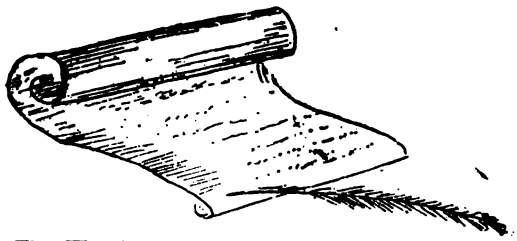


Washington wore a sword so bright,
In those days of long ago.
Mid the din and roar and gallant fight
He marched to meet the foe.
He fought for freedom and for right.
Our liberty to him we owe.



Roses like these were once strewn in the street
When Washington to New York came.
Our general now takes a president's seat;
O'er the land ring his praises and fame.

Here are some quills; they were used long ago.
'Twas a century ago, O, yes,



That Washington wrote with a quill, you know,
That famous, great farewell address.



A wreath of laurel for Washington bring,
For his life and his deeds so grand.
He is crowned a hero, a royal king.
We praise him throughout our land.



Our flag waves in love for the brave men of old,
For heroes, a great loyal band,—
Who marched forth to battle and danger untold,
Who fought and who died for our land.
Their deeds for our country we proudly uphold;
By our flag we will loyally stand.

All.— Teach us to guard, to love, to keep,
The memory of heroes so brave;
And ever be loyal to this, our old flag.
O long may it gallantly wave!

WASHINGTON'S BIRTHDAY.

BY HALE HOWARD RICHARDSON.

Arthur.—
He was our great first president,
Our love and praise we now present.

Mabel.—
He led our soldiers, made us free
From England's rule across the sea.

Edmund.—
He was a little boy like me,
And laughed and played so merrily,

Anna.—
That every little girl and boy
Was very glad to share his joy.

William.—
But when in school, with all his might
He tried to learn to read and write.

Dorothy.—
And this is why he is so blest,—
He always tried to do his best.

Charles.—
From plain and valley, hill and crag,
Let every one salute the flag.

All.—(Salute.)

Marion.—
Now heart and voice together bring,
Clearly and sweetly let us sing,

All.—
My country, 'tis of thee,
Sweet land of liberty, etc., etc.

WASHINGTON'S BIRTHDAY EXERCISE.

BY LIZZIE M. HADLEY.

[The exercise is intended to be a responsive one, between twelve children, eight girls and four boys, and the school as a whole

The boys should wear brown suits; the girls, dresses of red or some other bright color.

Arrange the children by twos; each couple being a



trifle taller than the preceding one, in order to form the arch, which may be made of gray cardboard, with letters and dates of black.

The card forming the keystone (Washington) should be held by two children.

Two boys should stand behind the arch and hold the laurel wreath above the name; two still taller hold crossed flags.]

School.—
O, all the lads and lassies
Are coming to the town.
Some wear a coat o' russet,
And some a scarlet gown.

Hark! they gather and they gather,
See, all are drawing near!
O, my children, little children,
What are you doing here?

[Enter children. They sing. Tune: "Raindrops, Raindrops, Gently Falling from the Sky."]

We come to celebrate the morn,
That long since to the past has gone,
When Washington, the good, was born,
In seventeen thirty-two.

Chorus.—

We love this man, so wise and true,
Who swerved from duty never.
Like him, we mean our best to do,
And serve our country ever.

School.—

What can little folks like you
Do to help his fame?

Children.—

O, not much, perhaps, but we
Can honor his loved name.

Song. Tune: "Children's Chorus," from operetta of the "False Sir Santa Claus."—St. Nicholas, November, 1882.

Honor him, sing for him,
Ring all the bells for him,
Tell to the world what he did for our land.
Tell how he fought for us,
Tell all he brought to us,
Washington, Washington, first in command,
Washington, Washington, leader so grand.

School.—What did he do?

Children.—

Don't you know? Then, pray you, listen,
If you'd like to hear us tell
Something of this brave commander,
Whom the children love so well;
First within our hearts so grateful,
First in peace and first in strife,
Hear the pages we shall read you,
From his "Book of Life."

School.—

Yes, we'll listen while you tell us
When he came to earth,
Year and month. What is the record
Of our hero's birth?

1.—February snows were falling,
February breezes blew,
When our Washington was born,
In seventeen thirty-two.

[Children form two parallel rows, lock hands and swing arms as if rocking a cradle. Sing. Tune: "Rock-a-by-Baby."]

Rock-a-by baby, taking your rest,
Cradled from harm on mother's soft breast.
Sleep, little one, for soon you must be
Working for God and humanity.

Lullaby, baby, mother shall sing,
Backward and forward cradle shall swing.
One up above e'er careth for thee,
Sendeth thee down a nation to free.

School.—What can you tell us of his boyhood?

2.—Brave and earnest, honest, faithful,
Wise, yet fond of fun,
Thus he grew from youth to manhood,
Our young Washington.

School.—Tell us something of his early years.

3.—He, Virginia's best and bravest,
Manhood scarce had seen
When the old colonial governor
Sent him unto Fort Du Quesne.

White the snow lay in the woodlands,
Wintry winds ablow,—
Dauntlessly he braved all danger,
Faced each lurking foe.

History and dim tradition
Bring the tale to me.
Years and years ago it happened,
In seventeen fifty-two and three.

School.—Tell us more of his brave deeds.

4.—His brave deeds? Ah, no one living
Can their number tell.
History says his work was ever
Wisely done, and well.

Have you read how savage foemen
In their battle dress
Fought with Braddock's little army
In the wilderness?
Do you know whose skill and courage
Kept the men alive?
Washington! and this all happened
In seventeen fifty-five.

School.—What part had he in the war for independence?

5.—When the weary war with England
For our rights begun,
Then the nation, all together,
Called for Washington.
Called to him to be their leader
Through the cruel war,
Till, all bannerless and broken,
England's conquered hosts they saw.

School.—How long was he the nation's leader?

Children.—

Till the cruel war was ended,
And was broken every chain,
Then, his work all done, our leader
To his home returned again.

School.—Was his work now done?

Children.—

Nay, the nation he had cradled
In its earliest years
Called again for Washington
To calm their doubts and fears.
Faithfully to do his duty
E'er was his intent.
In the ranks once more we find him,
Our first president.

School.—How long did he hold that office?

Child.—

Eight long years the nation prospered,
So the olden records tell,
While our leader Washington
Wisely ruled, and well.

Song. Tune: "Maryland, My Maryland."

What name is this we hold so dear?
Washington, 'tis Washington.
Whom do we honor and revere?
Washington, our Washington.
Though o'er his head we drop a tear,
Yet death for him held ne'er a fear;
His name shall brighter grow each year,
Washington, great Washington.

Stencils of Washington may be purchased of the New England Publishing Company, 3 Somerset St., Boston, 5 cents each.

Something Better.

[For a very little girl.]

I cannot be a Washington,
However hard I try,
But into something I must grow
As fast the days go by.

The world needs women good and true,
I'm glad I can be one,
For that is even better than
To be a Washington.

— *Clara J. Denton, in Exchange.*

NATURE STUDY FOR WINTER MONTHS.

THIRD AND FOURTH YEARS.

BY A. C. BOYDEN,
Bridgewater Normal School.

NATURAL PHENOMENA AND MINERALS.

THIRD YEAR. LESSONS ON THE AIR.

THE best introduction is to lead the children to tell what they can about the air — it cannot be seen (transparent), it can be felt (warm or cold), it moves in different directions (it presses in all directions), then the teacher can complete the ideas by teaching any needed point or term. Apply the term "transparent" to different substances, use it in sentences which suggest the use of this property in the substance; e. g., water, glass, mica, etc. Apply to the weather record in noting the direction of the wind and its force (light, strong, gale, or hurricane); notice the weather resulting from the principal directions of the wind (northerly, easterly, southerly, westerly); note the prevailing wind and weather of each week and month. These observations may easily furnish material for arithmetic examples. An illustrated weather record on the blackboard by its attractiveness adds to the interest of the observations, and a simple weather vane prepared for the schoolroom makes the observation more accurate.

Teach to read the thermometer; give a simple explanation of it as a preparation for a drawing lesson in which a simple diagram is made of the tube, bulb, and scale. Apply this knowledge in the weather record for the purpose of noticing the relation of the temperature to the direction of the wind.

Apply to the currents of the air in the schoolroom. (1) Try at the openings of windows and doors with a burning candle or match to find where the air is pressing in and out, showing that there is a circulation of air. Notice where the air is cold and where warm to give the idea of the constant movement of air in and out of the room. (2) Use the thermometer to measure the temperature at the top of the room, also near the floor, then half way from the floor to the ceiling. Try in different parts of the room, what does it teach us? With bits of floss find the currents of air in the room, the upward current in some places, the downward current in others, to illustrate the idea that warm air is lighter than cold air, and so is pressed upward by the latter. Show in a simple way how the schoolroom is warmed and ventilated to impress the value of currents of air.

FORMS OF WATER.

Suggest common illustrations of water passing into vapor, call on the children to give their explanation of the change; e. g., damp cloth, wet blackboard, water on window, etc. Think of water changing into particles too small to be seen, use the word vapor in stating the facts. Think of the heat of the sun or of fires as causing the changes. All that is needed is to stimulate the children to think out the facts for themselves, then re-express the facts, using the new terms. Each child might write sentences about vapor.

Call for illustrations of the change of vapor back to drops of water, think out the fact that cool air will cause this change; e. g., water on window, breath on cold morning, "steam" from hot water, etc. Name forms of this action seen out of doors at different times — dew on grass, fog over low land, clouds in the upper air, drops of rain from the union of fine drops of cloud, crystals of frost on grass, crystals of snow from the clouds. Think of the circumstances under which these return again to vapor, using all the facts to impress the idea of the circulation of waters from earth to air and return, and think of its value to us in various ways. Apply in the weather record as occasion occurs, noting the relation of temperature and direction of the wind to the moisture in the air, especially in case of rapid changes. Any arithmetic examples that can be derived from this material will add interest and practical application; e. g., if there were three clear days during this week, how many in a month? three months? six months? one year? one and one-half years? etc. Watch the next few weeks to see if it was a fair estimate. The object is not merely to get examples, but to apply number thought to the observations.

COMMON MINERALS.

One of the best specimens for beginning is *mica*. Small pieces may be distributed to the class for observation, a few general questions will be sufficient to start the work, after that only guidance is required. What do you see? They will tell of the color, the thin leaves, the shining faces (pearly lustre), the sharp edges, the transparent leaves. These facts will be told in simple form, and the teacher should give the new terms and drill upon the language expressions. What can you do with it? They will bend it and notice that it flies back (elastic) unless too much bent, when it breaks; they can pick it apart into many small leaves; they can scratch it easily with the finger nail (soft); they can cut it easily with the scissors. Different geometric forms may be cut and drawn as an application of the form lessons. Where can mica be found? In some places the granite rocks are full of pieces of mica, and collections can be made by the children. Where have you seen it used? They will have seen it in stove doors, used because it is thin, can be cut and bent into shape, and it doesn't burn or crack in the heat. Some have seen the fine scales used for ornamental work because of the shining or sparkling lustre of the small pieces.

Written expression can easily be planned by writing a series of the new words on the board as a spelling exercise, to be followed by the making of sentences using these words.

The next mineral should be one that can be compared with the mica, and *glass* is naturally suggested. How is glass like mica? It has smooth, shining faces, it has sharp edges, it is transparent, it is used in windows. How does it differ from mica? It is much harder, it is thicker than the leaves of mica, it cannot be split into thinner leaves, it breaks when it is bent, it cracks when heated, it isn't found in rocks, but is

made by man. What things are made of glass that couldn't be made of mica? This tends to emphasize the properties still further. Sentences of comparison may be planned in the same manner as before. Apply the ideas hard and soft as found by scratching to other substances, also the term elastic.

Another mineral useful in teaching the common properties of matter is *marble*. The same plan as before may be used. What can you see? It is white (perhaps other colors may be obtained), it is made of small shining pieces (crystals). How hard is it? It can be easily scratched with an iron nail, but not by the finger nail; it is soft, but harder than mica, it is softer than glass. Why is it used so much? It can be cut into different shapes because it is soft, it can be polished beautifully, there are many colors to marbles. Written work can be planned as with mica. The best mineral for comparison is *chalk*. What is it made of? Fine particles then rub off easily, they do not shine as did the crystals of marble. Which is the harder? The marble will scratch the chalk because it is much harder. Why cannot chalk be used as marble is used? It is too soft to be cut into good shapes, and it cannot be polished. The chalk breaks easily into pieces (brittle), the small particles are called grains. Apply these terms to other substances. Follow the observation by written comparisons.

Quartz is another mineral of properties so different from the above as to be valuable for comparison. A piece of common milky quartz is given to the pupil for him to tell all he can about it, the previous practice being a sufficient preparation. The quartz is whitish, not as white as snow, sometimes it is grayish, and some pieces may be reddish. It has rough faces, sharp edges and points; it is very hard because it cannot be scratched with an iron nail, in fact the iron color of the nail is seen as a mark on the quartz; it can be used to scratch glass by rubbing a sharp point on the glass face, this shows that it is harder than the glass. It can be broken by a blow and is brittle. Some specimens of quartz of different colors may be shown to illustrate some of the valuable uses; e. g., amethyst, rock crystals, smoky quartz, agate, etc., and perhaps some of the children may be able to contribute illustrations. Where can quartz be found? In the rocks that are called granites, in large lumps found in stone walls, etc., in sand it is the main substance. This will lead to collecting granites and sand. It will be found helpful to let the children get small pasteboard boxes in which to keep their minerals as studied; this plan facilitates comparison. Boxes of miscellaneous specimens as brought in can be used for exercises in sorting, which is a valuable way of reaching discrimination.

The common *metals* may be collected and distinguished by name, a list placed on the board, a search made for different metals found about the schoolroom or building. Iron in all forms is attracted by the magnet. Tinfoil and tin plate are known by their color, but the magnet attracts the latter because the tin is used for coating iron plate. Lead is known by its color, softness, and ease with which it bends. The metals teach the property flexible, and many uses result from this property of bending and remaining bent. Steel needles, knife blades, and springs are elastic; they would lose their usefulness if flexible.

Copper is known by its red color and many uses can be thought out; it is flexible. Zinc is bluish and has some common uses that are easily noticed. Other metals may be treated in the same manner, the main object being to teach to distinguish by some characteristic property, and the use emphasizes the point. Practice in sorting is always helpful.

FOURTH YEAR.

The purpose of this year's work is the enlargement of the thoughts of the previous year.

NATURAL PHENOMENA.

The weather record for A. M. and P. M. can be more broadly understood; the terms of temperature understood, 0°–32° very cold, 32°–45° cold, 45°–60° cool, 60°–75° warm. The meaning of 32° as the freezing point discovered. Frost and snow can be made clearer by studying and sketching the crystals on some day when the flakes of snow are large. Patterns of snow crystals (Hammett & Co., Boston) are useful to supplement the above exercise in showing the variety of forms which the same plan may take; the six rays are always plain, though there be an almost infinite variety of ornamentation. This shows one reason for the great beauty of the snow. The same may be looked for in frost forms on the window, on the grass, in thin ice. Averages can be made from the temperatures of the week and one week compared with another. The apparent movement of the sun can be observed by watching the course of the sunlight across the schoolroom; the place in the horizon where it rises and sets can be noted and the change of the time as spring comes on. The movement of the moon and its phases can be traced by simple directions, drawings can be made of its appearance at different times, and the place where it sets and rises noticed. Some of the stars and groups of stars may be observed if the teacher is situated so as to aid the children on some bright evening. This prepares the way for some of the myths about the stars, these may be told or read as the basis of reproduction exercises. The purpose of this line of observation is to open the eyes and thoughts to the beauties of the heavens. "The heavens declare the glory of God."

FORMATION OF CRYSTALS.

Some simple experiments may be performed by the teacher which call attention to the forces at work on substances. Dissolve rock salt in the least amount of warm water, and pour out into a saucer. Think of the separation of the salt into very fine particles in the water till they are invisible. Apply this thought by making a list of substances that will dissolve in water, also of those that will not dissolve in water. Let the children describe orally the experiment that was taken with the result, it can also be used for a written exercise if desired.

As the water cools and evaporates during the day

the changes may be noticed in a general way; after all the water is evaporated a more careful examination may be made. The shining faces of a very large number of little crystals can be seen, perhaps some of the larger ones will show the plane faces distinctly, and the cubes of salt appear. Think how this came about, as the water evaporated the little invisible particles of salt began to collect, slowly they united into larger ones, and finally the crystals were large enough to be seen; these kept increasing till the form became plain, and when all the water had evaporated all the salt had gathered itself into crystals. The remarkable thing is that they all collected into cubes, but this illustrates the same law we found in the snow crystals, which always formed six sided crystals. Similar experiments may be made with alum or sulphate of copper, which may be obtained of the druggist.

The oral and written description can be added to that already given. Some good crystal of quartz or other mineral will emphasize the regular arrangement of the plane faces and angles.

CRYSTALLINE ROCKS.

An application of the lessons on crystals can be made by a collection of the common building stones of the locality. The granites will be found to be made up of crystals as shown by the shining or plane faces. If coarse granite is available, the different minerals may be distinguished, the shining brown or black leaves of mica, the whitish or pink faces of feldspar crystals, and the glassy quartz, often of a smoky color. These same minerals may be looked for in other pieces of granite, a list placed on the board, and a simple description of granite given and written.

Another exercise may be had on the uses of granite as a building stone, where they have seen it used, why it is so useful (hard, wears well, can be cut and polished, has so many colored crystals in it, is found in large quantities), where it is found and how prepared (pictures of a quarry). Other kinds of granite may be brought in — the Quincy granite has a greenish black mineral called hornblende in place of the mica. In eastern Massachusetts diorite is common, composed of the feldspar of the whitish or grayish color and hornblende; both of these are crystalline. In many places the rock has distinct layers of the same minerals as are in granite; then it is called gneiss; this also is much used as a building stone. As the children learn to distinguish the rocks they may be interested in labeling them as a little collection. A written exercise may be prepared on the uses of granite or gneiss according to the locality.

Marble is another common building stone; it is made of small crystals of one kind very closely packed together. This is a soft stone that can easily be cut and polished. A piece placed in water does not dissolve, but if placed in water to which some (hydrochloric) acid has been added it will dissolve very easily, with the formation of many bubbles of gas. Many different colored marbles may be collected. This serves as a basis for another description, and comparison may be made with the granites.

Sandstones and slates are also common building stones, the former is made of grains of sand (broken quartz crystals) stuck together by a fine powder of clay between the grains. The brownstone variety is probably the most commonly found in buildings, and is a durable stone because of the quartz in it. Slate does not show crystals; by scratching it the fine grains of clayey nature are found. The many uses and the reasons for the same are obvious and will easily be stated by the children.

A list of the common building stones of the town may be written on the board, perhaps in the order of their abundance. Sketches of granite are valuable to show the arrangement of the different minerals, as indicated by different degrees of shading; such an exercise calls for careful observation.

CHINESE SCHOOL BOYS.

THE Chinese school children have instilled into them at an early age habits of hard, steady study. At the age of five a boy begins his schooling. At daylight he rises, and after dressing as quickly as possible he starts breakfastless to school. He is given a task and after it is completed he is allowed an hour for breakfast; again, later, he has an hour for luncheon; but he is at his study nearly twelve hours a day, seven days in the week. All his time, when he is not reciting his lessons, he is studying aloud at the top of his voice. He is under the eyes of his master both in school and on his way to and from school. The lad is taught rudimental astronomy, physics, and natural history, but greater stress is put upon writing and his literary studies. "A Thousand Letters," a poem, is the study that forms the backbone of his literary education. In it are taught the duties of children to parents and all such matters. Whatever the study may be, history, classics, or science, every lesson is learned and repeated word for word.

Self-Study.

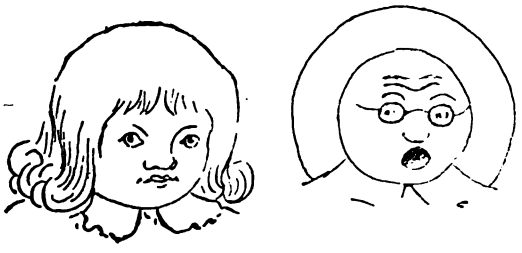
Begin a study of yourself. Note your height, weight, chest, and waist expansion; lung capacity; measurements of different parts of your body; habits in eating, drinking, bathing, breathing, talking; your manners; faults; good points (don't be afraid to give yourself a little praise if deserved); favorite studies; deficiencies of all kinds, and overplus of whatever seems superabundant in your nature — and try to round up and out, filling in cavities and depressions, and leveling the peaks, until you have a symmetrical character, mind, and body, for, with rare exceptions, you may have all.— Tennessee School Journal.

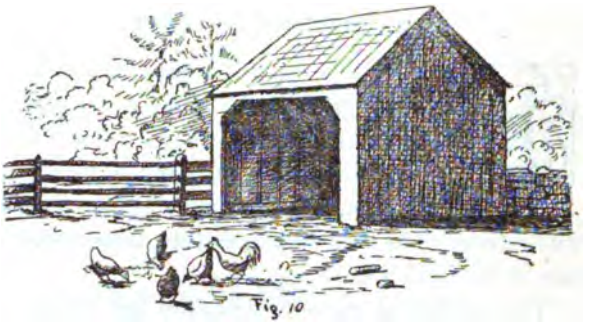
Our Very Best.

[For very little children.]

To be as great as Washington,
We could not if we would,
So we've made up our minds
To try to be as good. —Selected

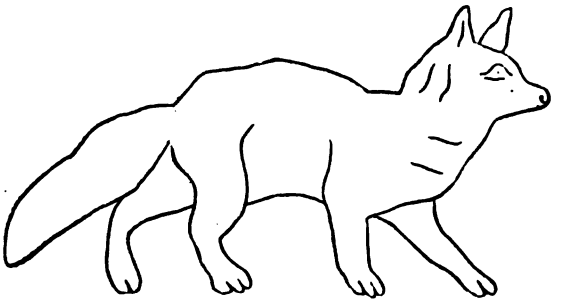
Busy Work.

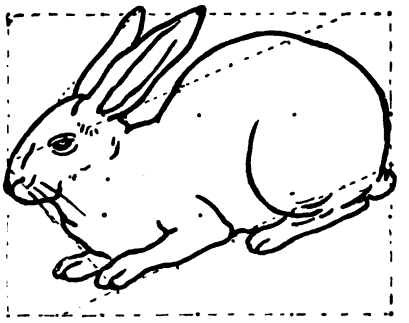


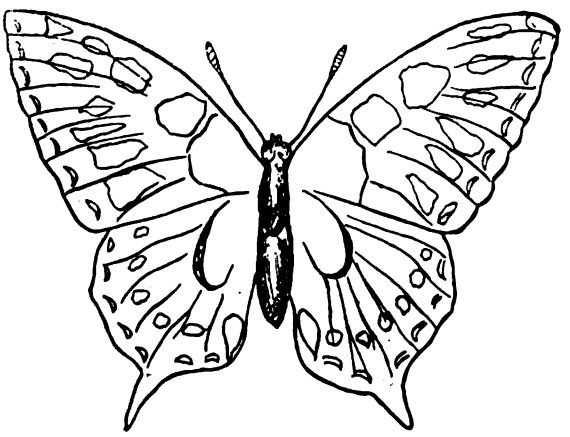














* Miss Merry's Fridays. *

MISS MERRY'S FRIDAYS.—(II.)

BY JEAN HALIFAX.

THE GUESSING GALLERY.

FACES were not the only "guesseds" in the gallery. Buildings, copies of famous pictures, cities, trees, flowers, etc., took their turn on the little white screen, and then were properly labeled and retired to the door frames and the frieze along the top of the blackboard.

The method of guessing described last month was not the only way in which the gallery was utilized. Sometimes a set of faces and an equal number of slips bearing corresponding names were given to a little group at the Reading table, and the game consisted in matching the names and faces. "Which for Which?" Sam called this game, and it was a pastime which they enjoyed.

Even the Primers had a share in the gallery, for Miss Merry took all the wood cuts, of which she had two copies, pasted them on cardboard, and cut them up as if they were dissected maps, for the children to put together. Soon the tots were familiar with a number of faces, and then they, too, could "guess" when Friday came.

One week there was an Authors' party, and all the "guesseds" appeared dressed as nearly as possible like their pictures. To aid in the identification, each author wore his portrait, pinned just below his chin, where it would be in the least danger of being torn, and the guests, in introducing each other, would consult the pictures. They would talk about each other's work, describe their own, and sometimes give a few quotations, or a short reading.

At another time there was a gathering of statesmen. One Friday the philanthropists and reformers met, discussed their work, and interested the school in the great questions of the day. To assist these guests in their conversation, Miss Merry had kept an envelope of cuttings on these reform topics, etc., ready in that "special" drawer, and gave one to each scholar a few days before the reception.

How glad Will was of that philanthropists' and reformers' reception that winter! His uncle invited him to spend a week with his family in Boston, and at one lecture which he attended he met and talked with some of the very men whose pictures had been in the Tarryville guessing gallery so recently.

Will used to be considered a shy young fellow, but he grew so interested in the conversation that evening that the gentlemen, noticing it, encouraged him to join in with them, and Uncle John was most agreeably surprised to find that Will was perfectly at home on the subject, which happened to be the Indian problem. Will remembered the gallery days, when Tillie was Miss Dawes and he was General Howard; how they had visited Hampton with Miss Merry; how Dr. Eastman (Sam Lacey) had taken them to the Reservations (the end of the Reading table), showing them his Sioux pictures and told them about his work. Sam had spent an hour one day after school with Miss Merry, getting ready to "shine," as he announced, conversationally at that special reception. Will had a good general idea of Indian history and ways, and of our work for them, and more than one man wondered how that boy came to be so "up" on the subject.

The gallery sessions were very informal, school rules were set aside, and only the rules of ordinary etiquette prevailed. One could speak when he wished to do so, provided, of course, no one else was talking. So you see they could not be at all disorderly.

Sometimes a picture would appear on a certain Friday which all would have to 'give up," till a week's study of reference books unearthed the mystery. For instance, a prune tree in bearing puzzled the whole school one day; and not until Lois chanced upon the picture of a prune orchard in the far West was the puzzle solved. Tillie declared it must be some kind of a pear tree, while Mollie was sure that it had "too tropical an appearance for a homelike fruit like the pear."

A picture of Lick observatory was placed on the chart one Friday, and many and wild were the wonderings about it, though random guessing, of course, did not count for the mark. In this gallery, a guess must be a certainty. The name did not appear in the gallery; that never came till the second week, you remember. Will thought it must be a Mohammedan mosque; Tim thought so, too, for the "road has a kind of Turkish look," he said. "And the rock in front is just like those in Palestine pictures," Louise declared.

"Do you all give up the guess?" asked Miss Merry, "for if we are none of us sure about it, we can go right to work and prove or disprove our theories." So they began the search. Arthur brought out a collection of temples, at Miss Merry's suggestion, from the Round-the-World drawer, and the scholars compared the pictures with the various mosques. The first thing to do was to compare a building which they knew to be a mosque with their gallery cut. They found many points of resemblance, but at last Mollie said: "There's one thing different about our picture. All these mosques have a cross or something on the top of the dome, and that is wanting in this picture."

"There is one peculiarity in our dome, the reason for which I'd very much like to know," mused Miss Merry, thoughtfully. The class took the hint, and examined the dome inch by inch. "The mosques have not those black lines we find on our two domes," said Lois at last.

"Could they be shadows?" asked Miss Merry.

"I don't see anything to cast any shadow there; and so it must be either paint or—"

"An opening of some kind," concluded Mollie.

"Oh," broke out Sam, "I do believe it's an observatory! Don't you remember Star day?"

"It's the Lick observatory, in California!" exclaimed Lois. "You know we had a Round-table letter from a school near it, once."

So, gradually, they grew familiar with all the famous monuments, buildings, people, pictures, and places, as well as various forms of animal life. And as they could remember at least a tiny item in regard to most of the pictures, after seeing them almost daily for perhaps a term, that gallery proved a useful help in their general culture.

Animal Sentences.

Write a good sentence about:—

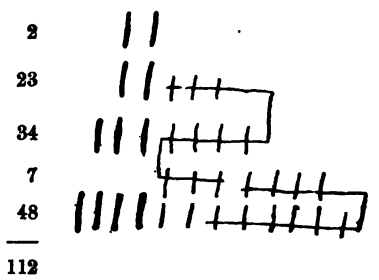
The ant.	The bee.	The calf.
The bear.	The lamb.	The cat.
The chicken.	The colt.	The cow.
The fly.	The frog.	The goat.
The hen.	The horse.	The mouse.
The snake.	The spider.	The toad.
The worm.	The oyster.	The Jersey cow.
The horse's hoof.	The hen's bill.	The cow's hoof.

A NUMBER DEVICE.

BY HELEN C. DRESSER.

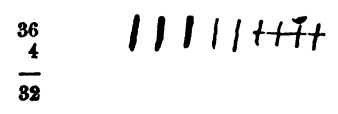
WE have worked with splints, singly and in bundles of tens, until the work is done easily, rapidly, and understandingly. But there is some trouble in passing to abstract work. Will the making of pictures of these bundles facilitate matters any? A broad line, ▮, will be a bundle of ten; a narrow one, |, a unit. Thus we can picture our numbers. The children may make tens of one color, and units of another. Thus I reasoned with myself six months ago. The results, which follow, have been very satisfactory, both to the pupils and myself.

ADDITION.

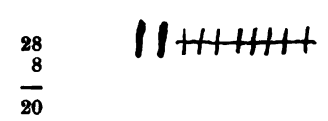


SUBTRACTION.

1.



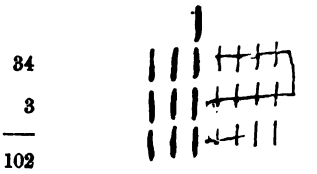
2.



3.



MULTIPLICATION.



DIVISION.



Outline of Work for History and Literature in Primary Grades for March.

BY EMILY J. RICE.

FIRST GRADE.

Literature.—Stories from Kingsley's Water Babies. (Science basis: Water.)

The Dog and Its Image, The Stag and Its Antlers, and The Fox and the Stork. Aesop. (Science basis: Light and Animals.) Iris [Spectrum]. Phaeton.

Reading.—Mara Pratt's Book of Fables.

Drawing.—Blackboard illustrations of stories.

Poem.—The World (Whittier's Child Life).

SECOND GRADE.

Literature.—Stories from the Odyssey: Leaving Troy. The Cicons. The Lotus-eaters. Aeolus and the Bag of Winds. Circe. The Song of the Sirens. Calypso's Island.

Reading.—Printed lessons in C. C. N. S. Envelope.

Drawing.—Blackboard illustrations of stories.

Poem.—The Children's Hour (Longfellow). Story of Longfellow's Life.

THIRD GRADE.

History.—Study of Egyptian life, in connection with geography of a rainless region. (See Miss Baber's plan.)

Literature.—Cloud Myths.

Reading.—Stories of Old Greece (Firth).

Drawing.—Illustrations of History and Literature.

Making.—Forms of Egyptian architecture.

Poem.—The Daffodils (Wordsworth).

FOURTH GRADE.

History.—Study of Norway, in connection with geography of mountain regions. (See Miss Baber's plan.) Country. Homes. Long Ships. Coming to America.

Literature.—Thor and Frost Giants.

Reading.—The Nine Worlds (Litchfield).

Drawing.—Illustrations of History and Literature.

Poem.—Written in March (Wordsworth).—Intelligence.

FLOWER TALES FROM MYTHOLOGY.*

STAR TALES.

BY GRACE ADELE PIERCE.

Diana: The Goddess of the Moon.

THE moon is not a star, as the sun is; but a satellite—a body moving round our Earth, which is a planet.

Diana, the twin sister of Apollo, was the goddess of the moon. And as the sun-god always carried his golden lyre about with him, so the moon-goddess always wore her silver bow slung across her shoulder, and carried a quiver of arrows tipped with silver at her side. She was a huntress, and often wandered all day through woods and fields, slaying wild beasts or sporting with her nymphs. The naiads and the dryads loved her, for she was very kind and gentle, and smiled on all who sought her favor. Often she would leave her palace in the heavens to visit mortals on errands of mercy, and she loved all youth and beauty.

Endymion was a handsome shepherd boy whom she saw sleeping one night among his flocks on the side of a mountain called Latmos. He looked so young and innocent as he lay stretched upon the grassy mountain side that the moon-goddess longed to protect him from any harm that might come near. So every night, although he could not return her love, Diana would come down from her place in the heavens to fondle him and care for his flocks.

But although she could be so calm and gentle at times, she could be very cruel when her anger was aroused.

Actaeon was a hunter strong and brave, with whom the goddess had often run through the fields chasing wild beasts. But one day he was so unfortunate as to awaken her anger, and she punished him very cruelly, as this little story will show.

There was a valley set in the deep coolness of a forest. And in this valley was a cave, and in this cave a fountain kept up its continual "tinkle, tinkle," as it lay flower-rimmed and sparkling in the shadow. This fountain Diana kept sacred to herself, and only allowed her favorite nymphs to follow her there. One hot noon of a mid-summer day she had come to bathe in these cool waters and to rest in the shadow after long hours of hunting in the fields. She was plashing and sporting with her nymphs, when, suddenly, they heard the sharp crackling of twigs and branches in the trees above their hiding-place. The frightened nymphs flew, trembling, to their goddess, and, as they looked, they thought they saw a human form. It was Actaeon peering through the leafy branches, and as Diana recognized him she gave way more and more to her anger. She looked so terrible that the hunter longed to escape, but his fright held him motionless.

The goddess caught up a handful of the sparkling water, and, flinging the drops into his eyes, called down a curse upon him. Then he sprang away, and was surprised at his own swiftness. On he went, panting in the midday sun. He stopped to slake his thirst at a little brook, and saw he had branching horns and a hairy coat that made him look exactly like the stag he had been chasing that very morning. His dogs caught sight of him and pursued, and his friends joined in the hot chase. He could not cry out or tell his name, and he knew he could not long escape. His swiftest dog seized him and held him prisoner until the rest of the pack and the hunters came on. He looked at them with beseeching eyes, but they had no mercy, for they did not know he was their companion. Then Actaeon despaired, for he remembered that he, too, had felt no pity for the poor stag he had killed that morning.

So he died, slain by his own dogs and his friends. And it seems as though Diana must have hidden her face in a cloud rather than look upon this cruel deed her anger had brought about.

*Copyrighted.

HISTORY AND LITERATURE.

[A correlation of literature and history by way of supplementary reading in preparation for the work of each grade in the history of the United States. This list is made up entirely from the publications of Messrs. Houghton, Mifflin, & Co., Boston. Similar lists from other houses will appear from time to time.]

PRIMARY HISTORY.

Reading in preparation for the regular text-books of the Seventh, Eighth, and Ninth Grades.

HAWTHORNE'S GRANDFATHER'S CHAIR: TRUE STORIES FROM NEW ENGLAND HISTORY. (1620--1803). In Riverside Literature Series, Nos. 7, 8, 9. New edition, revised and enlarged, with Portrait of Hawthorne, Biographical Sketch, Notes, and 12 Historical Illustrations. Each number, paper covers, 15 cents, net. The three parts bound in one volume, linen, 50 cents, net.

BENJAMIN FRANKLIN'S AUTOBIOGRAPHY. With a Chapter completing his "Life" (1706--1790). In Riverside Literature Series, Nos. 19, 20. With notes, a chronological table, and five illustrations. Each part separate, paper covers, 15 cents, net. The two numbers in one volume, linen, 40 cents, net.

SCUDDER'S GEORGE WASHINGTON, AN HISTORICAL BIOGRAPHY. (1732--1799.) With Portrait. In Riverside Literature Series, double number 75. Paper covers, 30 cents, net. Linen, 40 cents, net.

SUPPLEMENTARY. (CORRELATED LITERATURE.)

LONGFELLOW'S SONG OF HIAWATHA. With Introduction, Notes, and a Pronouncing Vocabulary. In Riverside Literature Series Nos. 13 and 14. Each part separate, paper covers, 15 cents, net. The two numbers in one volume, linen, 40 cents, net.

HAWTHORNE'S BIOGRAPHICAL STORIES. (1706-1820.) With Questions. In Riverside Literature Series No. 10. Paper covers, 15 cents, net. Bound up with No. 29, containing other Stories by Hawthorne, in linen, 40 cents, net.

LONGFELLOW'S COURTSHIP OF MILES STANDISH; ELIZABETH. (1620--1624.) In Riverside Literature Series No. 2. With Notes. Paper covers, 15 cents, net. Linen, 25 cents, net.

HOLMES' GRANDMOTHER'S STORY OF BUNKER HILL BATTLE, LEXINGTON, and other poems. (1773--1865.) With Portrait, Biographical Sketch, and Notes. Riverside Literature Series No. 6, paper covers, 15 cents, net. Bound up with No. 31, containing prose papers by Holmes, linen, 40 cents, net.

LONGFELLOW'S PAUL REVERE'S RIDE, THE CUMBERLAND, and other poems. (1775--1862.) With Notes. In Riverside Literature Series No. 63, paper covers, 15 cents, net. Bound up with No. 11, containing other poems by Longfellow, linen, 40 cents, net.

A descriptive circular giving the Table of Contents of each number of the Riverside Literature Series, and a table showing the different grades in which the Series is use in twenty representative cities of the United States will be sent to any address on application. Houghton, Mifflin, & Co., 4 Park street Boston; 11 East 17th street, New York; 158 Adams street, Chicago.

Superintendent G. A. Stuart, whose "Outlines for the Study of Civics" was printed in the November issue, and for which calls from all sections have been numerous, announces that his supply is exhausted.

Superintendent Stuart will soon prepare for the AMERICAN PRIMARY TEACHER an article on this vital subject.

❁ Odds and Ends. ❁

Spelling.

Have the spelling lesson placed upon the board one day and learned, i. e., studied from the board, but not copied, and without recitation; erased and spelled the next day both orally and in writing. The important feature is the element of futurity in the study, studying with the thought and the re-spelling of the word projected into the future.

Single Sentences.

Write good sentences, using one of these words in each:—

able	accurate	cautious
complete	decent	delicate
delicious	dense	elegant
equal	famous	false
fierce	formidable	general
generous	grand	honest
moral	partial	perfect
possible	proper	prudent
religious	sincere	total

A Story of St. Valentine's Day.

There is an old legend that runs in this wise: A long, long time ago there lived in France a priest who was the friend and confident of all children. They came to him with all their troubles, sure of his sympathy and interest, no matter how small their troubles seemed to be. Their prayers were told him, and they learned from him the form of their childish petitions. The fame of his gentleness and kindly interest in the "wee folk" spread far and near, and the children came to him in such numbers that he hadn't the time to settle all their little difficulties and disputes.

Seeing this and feeling sorry that any child should go away from him uncomforted, he asked them to write out all their little petitions and send them to him unsigned, and that he would burn them, and the smoke would carry the little message to its destination.

Sometimes these notes were messages of love and gratitude to their kind friend. After awhile the good man died, and it became a custom for the little children to send tokens of love to each other on his birthday, February 14.

They sent them unsigned, and to this day the same custom is observed.—Annie E. Allen, Head of Kindergarten Department, C. C. N. S.

Elementary Geography Work.

In making a detailed study of the United States the following list suggests things each of which should be especially mentioned. Many of them deserve a whole recitation:—

New England States:

In a cotton factory at Lowell, Mass.
The arsenal and gun factory at Springfield.
The woolen mills at Fall River.
Watches and watchmaking at Waltham.
In a shoe factory at Lynn.
The granite quarries of New Hampshire.
Among the light-houses along the coast.

Middle Atlantic States:

New York harbor and Brooklyn bridge.
At the battery in Castle garden — landing of the immigrants.
Garden farming in New Jersey.
The mint at Philadelphia.
Blast furnaces at Pittsburgh.
Oyster beds of the Chesapeake.
A day at Washington.
Trip to Mt. Vernon.
Tobacco culture in Virginia and Kentucky.
A trip across the Alleghanies.

Southern States:

The rice fields of the Carolinas.
Some tropical fruits of Florida.
Cotton culture in Georgia and Mississippi.
The levee at New Orleans.
A sugar plantation in Louisiana.
A cattle ranch in Texas.

Central States:

Corn and live stock of Indiana.
Hardwood forests of Indiana.
Prairies of Illinois.
Chicago as a trade centre.
Pineries of Michigan.
Lead mines of Wisconsin.
The wheat fields of Minnesota.
The flouring mills of Minneapolis.
A trip along the upper Mississippi.

Western States:

Farming by irrigation.
A mining camp in Colorado.
Gold and silver smelting at Denver.
Across the Rockies along the Denver and Rio Grande railway.
A trip to Yellowstone park.
Salt Lake City and the Mormons.
In the Yosemite valley.
Among the big trees of California.
Fruits and flowers of southern California. — Indiana School Journal.

Books for a District School Library.

SUGGESTED BY W. F. ROCHELEAU.

PRIMARY AND INTERMEDIATE GRADES.

Ginn & Co., Boston.

Æsop's Fables	$ 50
Hans Andersen's Fairy Tales	50
King of the Golden River (Ruskin)	25
Water Babies (Charles Kingsley)	50
Tom Brown at Rugby (Thomas Hughes)	60
Robinson Crusoe (Defoe)	50

D. Lothrop & Co., Boston.

Five Little Peppers and How They Grew	1.50
Five Little Peppers Midway (Margaret Sidney)	1.50

Roberts Bros., Boston.

My Boys	1.00
My Girls	1.00
Flipwing, the Spy	1.25
Mammy Tittleback and Her Family	1.25
Child's History of England (Dickens)	60

Harper Bros., New York.

Tim and Tip (James Otis)	1.00
Silent Pete	1.00
Little Lame Prince (Mrs. D. M. Craik)	1.00
Toby Tyler (James Otis)	1.00
Mrs. Stubbs' Brother (James Otis)	1.00

Houghton, Mifflin, & Co., Boston.

True Stories from History and Biography	1.00
The Wonder Book (Hawthorne)	1.00
Tanglewood Tales (Hawthorne)	1.00
Child Life in Poetry (Ed. by Whittier)	2.00
The Birds' Christmas Carol (Mrs. Wiggin)	50

Charles Scribner's Sons, New York.

The Hoosier School Boy (Eggleston)	1.00
Hans Brinker (Mary Mapes Dodge)	1.50
Little Lord Fauntleroy (Mrs. Burnett)	2.00

* History Stories. *

STORIES FROM BRITISH HISTORY.

BY PAMELA MC ARTHUR COLE.

ETHELRED THE UNREADY.—KANUTE.

X.

ABOUT the year 980 the Danes again attacked England. There were but few of them at that time and they did not do much mischief, but they soon came again and again. The English king, Ethelred, made no effort to call out his army and defend his people against these robbers, but when they had come into the very heart of the country he foolishly gave them money and hired them to go away. They went, but next year came back for more, and so matters went on for several years.

At last a treaty of peace was made, and many Danes on promise of good behavior settled in England. Gunilda, sister of Sweyn, the Danish king, was married to an English nobleman and came to live in England. She was a good woman, and she did all in her power to make peace between the two nations.

Ethelred, from being so slow in the defense of his country, was called by the English Ethelred the Unready; but he was not only cowardly, he was cruel; he was not to be trusted by friends or feared by foes. One of the Danes described him as "a king trembling at the name of war, hated by his people, and laughed at by strangers."

By the advice of some of his wicked friends Ethelred was so foolish and cruel as to order all the Danes in the country to be killed on the 13th of November, 1002. This wicked plan was carried out as far as possible; a few managed to escape and carried the news to Denmark. Among those killed was the good Gunilda,—and as soon as the dreadful story reached King Sweyn he called together his army and sailed for England.

Ethelred had not been ready to take care of his country, but he now showed himself very ready to take care of him. He went directly to Normandy. This had been the home of his wife, Queen Emma, and there he staid among her friends until he heard that Sweyn had conquered and made himself king of England. This reign was not long, and after the death of Sweyn, Ethelred came back to England, but he behaved no better than he had done before.

He had a son very unlike himself, who was called from his bravery Edmund Ironside, and it was agreed that he should be king with Kanute the son of Sweyn,—so for a time England had two kings, a Dane and a Saxon. This was not long, however; Edmund Ironside died and Kanute reigned by himself.

His reign was a long and a prosperous one. He showed the people of England that he trusted them by sending almost all of his Danish soldiers home, and having Englishmen only for his attendants. He married afterwards Queen Emma, the widow of Ethelred. She was glad to return to England, and the people were glad to have her again. She was called the Flower of Normandy, and was said to be the most beautiful princess in Europe.

XI.

Kanute was much beloved by the English people, but some of the courtiers used to say very foolish things in their wish to please him. One day when they were flattering him they told him he was the wisest king in the world. That might be somewhere near the truth, but when they went on to say that he was the most powerful person in the world and there was nothing that he could not do,—that was rather too much.

He said no,—although he was a powerful king, ruler of Denmark and England, yet he was but a man, his power was very limited,—it was wrong for them to talk so,—but they went on in the same foolish way as before.

"Ah!" said Kanute to himself, "I must stop this. I will give these foolish gentlemen a lesson they will not forget very soon."

So the next day he ordered his chair to be carried down to the beach, and he sat down there to look out on the sea. This did not seem strange, it was what he often did; he was dressed in his royal robes and a large party of his courtiers all in their best clothes stood near him.

But it was soon time for the tide to be coming in, and presently a great wave came and splashed up near the feet of the attendants. Nobody dared move, however, till the king gave the word.

Up came another great wave a little farther up on the sand.

The king looked down and said, "Go back! return to the sea." Then he turned away and went on talking to some person near him.

The wave went back as waves do, and then came splashing up higher than before

Kanute looked at it very severely. "Go back!" he repeated, "go back! Why do you trouble me? Obey me! Are you not my slave and servant?" But the tide took no notice of him; it splashed on, higher and higher, till the sand was wet and heavy, and the fine garments of king and courtiers were wet with the salt water.

The courtiers were frightened enough lest those dreadful waves should wash them out to sea,—but as long as the king sat no man dared move.

At last when they were all thoroughly frightened Kanute spoke to them. "Where is the power," said he, "that you said I possessed? You said there was nothing I could not do? Can I rule the waves? Can I command the tide? Only One can do that, the Lord, the King of heaven and earth,—the winds and the sea obey Him and no other,—remember His words, obey His commandments, and let me hear no more of such foolish and wicked flattery."

It was a hard lesson, but his hearers never forgot it.

Books.

FIFTY FAMOUS STORIES RETOLD. By James Baldwin. New York: American Book Company. Price, 35 cents.

This is at once the most entertaining and cheapest story book ever written. It is a collection of tales of ancient and modern times, for children, told in the most entertaining manner. Some are historical, based upon real incidents in the lives of well-known heroes and famous men. Others are lengendary, having been transmitted through the ballads of many lands. Children are delighted with such stories, and they will also be instructed as well as pleased by reading them. The book is equally adapted to home reading or school reading. It is tastefully bound and beautifully illustrated.

THE REPUBLIC OF CHILDHOOD. Kindergarten Principles and Practice. By Kate Douglas Wiggin and Nora Archibald Smith. Boston and New York: Houghton, Mifflin, & Co. 205 pp. Price, $1.00.

The fact that woman is the natural educator of the race is now more than ever recognized. She must have entire control of infancy and early childhood, and she is now called upon by a large majority to carry on the process of education in our public schools and higher institions of learning. Her ability and special adaptation for this work cannot be questioned, hence the necessity for her preparation for this work. Especially, there is a demand for training for the kindergartner as never before. The public mind is alive to the importance of this work. Many of our ablest educators are devoting much attention to the study of child life, and are urging the fact that kindergarten is in truth a school of life for women, and that all should gain a knowledge of the subject. Dr. Harris says, "A young woman will find so much culture of thought to be derived from the discussion of Froebel's insights and theories . . . experience that will prove invaluable to her as a wife and mother, that she will serve her apprenticeship in the kindergarten gladly, though it is no part of her intention to follow teaching as a profession." "The Republic of Childhood," under review, is admirably adapted to interest and profit the teacher, and general readers, as well, who desire to be informed upon the subject. Kindergarten principles and practice are here clearly set forth in an attractive style. Print, paper, binding, and convenience of form all conspire to increase the value of this book.

ST. NICHOLAS. Bound Volume XXIII. (2 parts.) November, '95, to October, '96. New York: The Century Company. Price, $4.00.

The bound volume of St. Nicholas for '95--'96 contains more than 1,000 pages and over 700 pictures. These publishers are always most fortunate in their selection of writers. Among those whose names appear in this volume are J. T. Trowbridge, Sarah Orne Jewett, Laura E. Richards, Kate Douglas Wiggin, Edith M. Thomas, Christine Terhune Herrick, Charles Frederick Holder, Garrett Newkirk, Robert Louis Stevenson, Laurence Hutton, and others no less distinguished. The serials of the year have been more than usually entertaining; the illustrated special papers have been instructive; the short stories charming; the fanciful tales, poems, jingles, and pictures delightful. In the whole realm of children's literature, teachers will find nothing more serviceable for school use than the bound volume of St. Nicholas.

HOUSEHOLD STORIES. From the Collection of the Brothers Grimm. Translated by Lucy Crane. Illustrated. New York: T. Y. Crowell & Co. Price, 75 cents.

Folklore societies and individuals are doing their best to rescue the relics of that vast literature of legend and fairy tale which passed from generation to generation by word of mouth long ere the invention of printing. Among the earliest investigators were the Brothers Grimm, those indefatigable German barons who put the whole apparatus of their learning at work to trace the best and most authentic versions of stories older than civilization. The story of "Cinderella and Her Glass Slipper," of "The Cat and the Mouse in Partnership," of "The Twelve Brothers," of "Rapunzel and the Witch," of "Little Red-Cap," and dozens more are loved by each new generation. They never grow old. Lucy Crane's translation of the best of these stories excels in its perfect simplicity and faithfulness. It is written in beautiful English, and in the spirit of the original. The present setting of these stories admirably suits them. The illustrations are sympathetic and artistic; the printing is all that could be desired, and the binding is effective. Nothing more delightful for children could be found.

HARPER'S ROUND TABLE—1896. Illustrated. New York: Harper & Brothers. 1,276 pp. Price, $3.50.

The bound volume of Harper's Round Table is fully up to its standard of excellence. It includes 1,276 pages, copiously illustrated. The special features are three complete books for boys—"For King or Country," a story of the American revolution, by James Barnes (twenty-four chapters); "Rick Dale," a story of adventure in the Northwest, by Kirk Munroe (forty chapters); and "A Virginia Cavalier," without question the best historical story of the boyhood of George Washington yet written, by Molly Elliot Seawell (twenty chapters). Besides these long stories, there are shorter stories of from five to fifteen chapters, as follows: "Crossing the Xuacaxella," a story of Western camp life, by Captain Charles A. Curtis; "The Middle Daughter," a story for girls, by Margaret E. Sangster; and "The Voyage of the Rattletrap," a humorous story of a prairie schooner, by Hayden Carruth. Other features of the volume are from eighty to a hundred short stories, and about one hundred and fifty pages on modern outdoor athletic games. There are also delightful series of articles by Mrs. Lew Wallace, Henry Hatton, Cyrus C. Adams, and others. This is not only a most interesting but a very instructive book, and its healthy moral tone has always been acknowledged.

A STUDY OF SUPERVISION AND MAINTENANCE. By Henry C. Fellow. Topeka: Crane & Co. Cloth. 175 pp.

This book is much more than its name signifies, and is more valuable than would be generally supposed. It is a study in school supervision in each of the states of the union, giving the official title, method of election, salary, and specified duties of state superintendents, county superintendents, and township, district, and city superintendents. It also gives the teachers' qualifications and method of certification in each state, also the method of securing funds for the maintenance of public schools in each state. It is the most important piece of work in this direction ever presented to the educational world. Assistant Superintendent Fellow has placed the fraternity under large indebtedness in the preparation of this volume.

MARCHING PLAYS DESIGNED FOR LITTLE CHILDREN AT HOME. By Grey Burleson. Music by Frank E. Saville and Kate L. Brown. Illustrations by L. J. Bridgman. Boston: Alpha Publishing Company. 86 pp. Price, $1.25.

Since the great success of Miss Poulsson's "Finger Plays," there has been nothing more genuinely serviceable to teachers of little children than these marching plays. A reviewer can but wish it had never before been said that "This is a book which must be in every kindergarten and primary school, and it should be in every home where there are small children." This book furnishes the most varied and lasting pleasure to little children, and its helps and suggestions to mothers in entertaining their children and in making entertainment educational are almost limitless. The plays are elaborately illustrated for the enjoyment of children and the guidance of teachers and mothers.

PALMER'S PHYSIOLOGY CARDS. New York: Educational Card Company. Price, 50 cents.

This is a package of fifty or more cards, each giving four or five questions and answers upon physiology, anatomy, and hygiene. For the busy teacher these cards afford a concise and handy method of presenting this subject to pupils, while to the student they are a ready means of reviewing.

The Patriotic League of New York—Wilson L. Gill, secretary—issues "The Citizen's Catechism," containing the Declaration of Independence, a page of photographs of the signers of the declaration, and a catechism of 150 questions of rights and duties of citzenship, government in general, executive and judicial departments, public expenses, trusting the people, majority rule, freedom of speech, political parties, partisanship, perversion of party power, misuse of public office, statesmen and the flag. The book is well illustrated; the answers are simple, yet comprehensive.



A Hint.

BY HENRIETTA R. ELLIOT.

A RED glass makes everything seen through it red,
While blue glass turns everything blue;
So when every one seems to you selfish or cross,
Perhaps the real fault is in you!

— *Selected.*

Winter Woods.

"NOW where are the little rovers,"
The gray woods seem to say,
"Who played in our leafy covers,
And gathered the flowers of May?
Lady's-slipper is hidden securely,
Spring-beauty is not at home,
But we've other playthings surely,
If the children would only come.
The gum to the spruce is clinging,
The wintergreen peeps through the snow,
The pine cones are swaying and swinging,
And rattling down they go.
There's a play-house fit for a fairy
In the waterfall's icy cave,
There are silver feathers airy
By the little brook's frozen wave.
The rabbits are scampering gaily
On the crusty drift, pit, pat;
The woodpecker drums for us daily
His merry rat-tat-tat.
Then why do you little folks smother,
Pent up in the sultry house,
While the fresh winds are chasing each other
All under our spicy boughs?
Oh, come to us, never fearing,—
Jack Frost isn't really so bad,—
We have secrets worth the hearing
For each little lass and lad."

— *E. H. Thomas, in Youth's Companion.*

The Snow.

(A concert recitation, with motions.)

MANY little snowflakes[1]
Filling all the air.
Many little children,
Glad to see them there.[2]

Children sitting upright
With lessons put away,[3]
Now may rise[4] and march[5] out
In the yard to play.

* * * * *

Back again to lessons,
How the children run!
Rosy cheeks and bright eyes,
Show that they've had fun.

Softly, now, you little tots,
As still as snowflakes, white.
Gently to your lessons.[6]
What a pleasant sight?

1. Twirl fingers.
2. Turn faces toward window.
3. Put away books.
4. Rise.
5. March out.
6. Take books for study.

— *The New Education.*

Closing Exercise.

[Children stand in a circle and sing to the tune "Tasting Song" in Merry Songs and Games.]

NOW the hour is over,
We'll form a merry ring,
And standing thus together
This little prayer we'll sing:
(Children fold hands.)
Help us, Heavenly Father,
Thy loving face to seek;
And guide and keep us safely
All through the coming week.

— *Kindergarten News.*

Jack Frost.

WHO makes our Tommy's nose so red?
Nips his hands if he draws his sled?
Bites his toes when he goes to bed?
Jack Frost.

Who paints his cheeks and nips his ears?
Who from his eyes draws big, round tears?
Who comes to see us every year?
Jack Frost.

Who covers window panes at night,
With picture castles all in white?
But always keeps quite out of sight,
Jack Frost.

Who spreads the walks with ice like glass,
O'er which our Tommy has to pass;
Who chains the ponds so hard and fast?
Jack Frost.

Whom do the boys all love to greet,
As he comes creeping down the street?
They know his coming means a treat,
Jack Frost.

And who skips up the chimney wide,
To find a place in which to hide,
When we sit around the fireside?
Jack Frost.

—*Alice Lotherington, in Kindergarten News.*

Dot and the New Moon.

I HAVE been told—do you think it is true?—
That when the new moon first comes into view
The bright little moon, like a bent silver bow,
If I see it just over my left shoulder—*so*,
Bad luck will follow me all the month through;

But I don't believe much in signs. Do you?
But the new moon, last night, above the elm-tree,
Over my *right* shoulder glanced down at me,
The pretty new moon, and, you know, that's a sign
That the best of good luck will surely be mine.
I can't help believing *that* sign will come true.
Signs may be silly—but, now, wouldn't you?

—*St. Nicholas.*

Washington's Birthday.

IF I had been Washington, ah, what then?
Why, I'd have been one of the greatest of men,
And my picture would hang on many a wall,
And I should be loved and praised by all.

But, after all, you see,
That I am I, and was not he;
Or else his birthday, sad tosay,
I couldn't have had for a holiday.

—Martha Burr Banks, in the Outlook.

TIMELY TOPICS.

THE PRESIDENT'S MESSAGE.

IN the Constitution of the United States, the first of the duties of the president mentioned is, that "He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient." This information is given in what is called the "President's Message," which is always sent to congress at the beginning of each session. Congress met in Washington on December 7th, and the message from the president, which has been looked for with great interest by both members of congress and the people, was read. I shall try to tell you something about it.

We are all so much interested in Cuba and Armenia that I am glad to be able to give you so much reliable information; for the president, in this message, has said a good deal about these and other interesting subjects.

The first subject he mentions is the Armenian persecution, the sufferings which have so stirred the hearts of the people. No Americans have been hurt in the riots and massacres, and everything has been done to take care of our missionaries, who are bravely doing their work among these dangers; but it is impossible to do anything for the poor Armenians, beyond helping them to escape and giving them homes here, without exciting the Turks to greater outrages, and offending the great nations of Europe, which hold the right to interfere. Some of our ships are near-by in the Mediterranean sea, so as to be ready to help in case of sudden trouble. The Turkish government has been persuaded to allow the wives and children of the poor men who have escaped to this country to join them.

Poor Cuba is in a strange, sad condition; there has been no improvement in her affairs during the last year. Spain holds Havana and the large towns, while the Cubans have two-thirds of the country districts. Spain is determined to conquer, and is all the time bringing large numbers of soldiers from home to keep up the fight. The Cubans, on the other side, say they will never give up, and are gaining new men to help them. Spain does not win, nor do the Cubans gain victories great enough to cause them to be recognized. There is but little government in the distracted island, and that little is Spain's, in the towns. The rest of the country is laid waste—held first by one party and then by the other. The feeling has become so intense that neither side tries to save property, but burns and destroys, so that nothing will be left to help the enemy; the people are forced to flee from the plantations to the towns for shelter and protection. The Cubans, for a while, had a government on paper—that is, there were the names of offices, and people to fill them, but nothing to govern. Now they do not even pretend to have that; there are only bands of men roving about the country. It is very important to understand what it means to our government that there is no Cuban government. No matter how sorry we may be for Cuba, or wish her to be free, there is no body of men to whom the United States can send, or recognize as having the right to speak for the people; so, until there be such a body, and one strong enough to show that it can rule, the United States can only stand by and watch, as it has done in past years when there were other insurrections. Some of our people say: "Help Cuba; set her free, even if it does make Spain angry, and cause a war." The president writes about that very wisely; he does not say that such a war would be long or short, successful or not; but that the first thing to be thought of is, what is right? Though the United States does not insist upon peace before anything else, still it is the desire of the nation to be friendly with all the world. The president suggests that there is a way to escape from this terrible condition of affairs, and that is by Spain granting to the Cubans the right to make their own laws, while still recognizing the sovereignty of Spain. Then he goes on to say that perhaps a time may come when the United States must act. A war simply of destruction cannot be allowed to go on indefinitely, and if the Cubans and Spain will not agree on some mode of peace, the United States may be forced to intervene, to save the useless destruction of life and property. Let us hope that this Cuban trouble may be as happily settled as the trouble with England about Venezuela.

A treaty has been made which is both fair to Venezuela and England, and will take away any cause of war. The president tells us, too, what should make us very glad, that the United States and England are about to make a treaty to arbitrate all differences that may come between them, so that, if possible, there may be no more reason to fight, and the two great nations which have so many interests in common may live in peace.

One of these interests is the seal-hunting in Bering sea. The hunters go there every year to kill seals for their fur, and being rough, ignorant men, caring only for money, they kill the mother seals as well as the others, and the poor little babies die of starvation. Every season the hunters find fewer and fewer seals, till now it is feared there will soon be none left; the United States and England are trying to arrange some way to watch the hunters and keep them from killing more than a certain number each year.

Do you ever think how the nation grows? It is not only through the boys and girls who are born here, but also through the large numbers of people who come every year to make their homes in the United States. We learn that last year 343,267 of these men, women, and children crossed the ocean; of these, over 2,000 were sent home again, but the rest, 340,468, were allowed to land. Every immigrant must have some money, about $30, or some person who will assure the authorities that he will not become a burden on the people, or he is not permitted to stay. This is the way the government tries to keep the country free from unworthy people.

When you have been to the seashore, did you ever happen to see a life-saving station? Before these were established, when there were great storms and heavy fogs, vessels would be cast on shore and the sailors drowned because there was no one to help them. Now, at these stations are crews of men whose business it is to watch for vessels in danger, to warn them by sending up rocket-signals, or, if they be wrecked, to go to their rescue with life-boats. The president tells congress that these brave men have saved more lives and property this past year than ever before.

Every nation, no matter how peaceably inclined, must have an army. There is an old saying: "In time of peace prepare for war." So the United States has a small body of men who are always ready to be sent at once, to defend any place that may be in danger from foreign enemies or from great riots, or to protect the settlers in the far West against attack from the Indians. Beside this regular army, there are nearly five times as many citizen soldiers, called militia, whom you may have seen marching through your own streets. These men serve only their own state, and are obedient to their own governor. In case there should be war with any foreign country, like England or Spain, and this other nation should send big ships of war to fight us, if such a ship should come close to New York or Boston, by shooting its big guns at the city it could knock down the buildings and destroy millions of dollars of property in a little while. So the president tells congress they must provide money to build forts and big guns to keep ships away, for though a great deal has been done, still there are places left unprotected. Forts and guns to a nation are like steel safes and bolts and bars to a bank. As the bank protects its property from wicked men who would break in and steal, so the nation protects its cities and itself from attack and injury.

In a great country like ours, where there are sixty millions of people, there must be many letters sent through the post-office. The shops and business world use the mail to send parcels to customers in other places. We find that over sixty-five millions of pounds of letters and postal cards, alone, passed through the mails; these added to books, parcels, and newspapers make up the enormous sum of 512,977,326 pounds in weight that had to be handled by the clerks; do you wonder that 13,000 men are needed to carry the mails, or 14,000 to sort and handle them in the post-office? The president suggests some changes, that the postal service may be improved. Next May, the Universal Postal Union will meet in Washington. This is a union of the post-office authorities of all nations, which meets every few years in different countries to make the sending of letters from one country to another constantly easier, cheaper, and safer by suggesting improvements in the service.

As we have an army to take care of us at home, so there must be a navy to sail about the world to let the other nations know that the United States can look after its citizens abroad, and protect them if necessary. A few years ago we only had a lot of old wooden ships, which had been very fine in their day, but could easily be sunk by any of the iron ships such as are built now. Congress, through the strong reports of men who knew, decided to appropriate money to build new ships, so that now we have a very fine navy, and will soon have all we need.

For a long time thoughtful people have been anxious to save the forest trees from the greediness of the lumbermen. Instead of carefully cutting down only those that were of good size, and leaving young saplings to grow up into a new forest, the lumbermen would clear off everything, and leave a whole mountain side bare. Or careless people would go hunting or picnicking in the woods, build fires, and leave them without seeing them properly put out; a wind would spring up, fan the embers into burning coals, and scatter them among the dead leaves and underbrush; then would come a little flame, which would spread and spread, till miles of trees had been burnt to ashes. The loss of so many trees has serious results: less rainfall, the sun draws more water from the unshaded ground, there is no moss nor roots to hold back the rain that does fall, and it rushes down to the brooks and rivers, and causes freshets, which do great damage. Last congress appointed some men, who understood taking care of trees, to see what could be done. These men hope soon to have a plan by which all the forests in the United States will be protected by the same laws, which will only allow the sensible cutting of the trees, and heavily punish any one who leaves a camp-fire burning.

At one time in our country's history, all the government positions, such as post-office and treasury clerks', postmasters', etc., were given through politicians; and the great evil grew from this that the unfortunate officeholders felt that it was not how well did they do their work, which would keep them in place, but how they stood with the politicians; and they would work harder to help the men in power with time and money than to do their rightful business. Then good citizens came forward, and said the government should be run as any well-managed business, and men should hold their places and have promotion according to the excellence of their work, and not according to how they voted. The politicians opposed such rules being made, as they would lose much of their power; but after a time, by hard struggling, the better men prevailed, and a few positions were put under the civil-service rules, which require men to pass examinations on their general fitness. This worked so well that the reform was extended to other places, till now nearly eighty-four thousand hold positions under these rules; and as these people learn that it is no longer politics but good work that keeps them employed, they have been more anxious to please, and their work has been more efficient. It is hoped in time that all subordinate offices may be filled under these rules.—The Great Round World.



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What is ashes?

Name several kinds of wood that burn.

What is pastry?

What part of the plant is rhubarb?

What part of a plant is lettuce?

What part of a plant is cabbage?

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Not long ago, when hurrying through one of Chicago's streets, I noticed standing in front of an art store a little Italian girl, whose pinched face and ragged clothes marked her as one of the "neglected ones." Curious to see what attracted her, I went toward the window and saw her great dark eyes fastened upon the exquisite face of the "Madonna" in an appealing, loving gaze. I doubt not that the vision of loveliness comforted her and helped her to forget her cold, uncared for life. Unconsciously she crossed herself and ran on. At the same moment another child of perhaps the same age passed; she, too, stopped, looked at the picture for an instant, then said, "Isn't that a pretty baby!" and was gone.

This simple little episode set me to thinking. I could not help contrasting the appreciation shown for the same picture by these two children; and I came to the conclusion that it argued, not a finer appreciation for beauty for the street child, but that she had been taught to read that picture. It meant to her, not a woman holding a pretty babe in her arms — far more. She had been taught to associate with this picture all that was pure, beautiful, and glorious; while the infant face was to her an object of reverent adoration.

We cannot all be artists, but we can do at least a little in training those under our charge to appreciate a picture and interpret a little of that feeling which impressed the artist.

In these days of cheap photographs and heliotypes, why cannot every schoolroom contain one good picture? Portraits of the men we love through their works, and reproductions of the most beautiful things in ancient and modern art can be obtained at trifling cost. The magazines of to-day furnish very good copies of some of our most famous paintings.

Children should be educated to appreciate the fine arts as well as the good in literature. There is no better place to begin than in the primary schools, where the minds are plastic, easily led, and responsive to the loving and delicate touch of the teacher. Someone has said: "If the art instinct could be arousedin the hearts of all the little children in our public schools, the homes, even the poorer ones, of the next generation would be far less pitiable in their crude attempts at decoration." About two weeks before Christmas last year I had framed and hung, at different times, copies of Raphael's beautiful "Madonna," Correggio's "Nativity," and Plockhorst's "Christ Blessing Little Children."

For some time nothing was said of these pictures. The children just looked at them and many expressions of admiration were heard. With the story of "The Christ Child" came the learning to read the pictures, and the children loved them because they were pictures of meaning. Think you that a picture of a child in a bright dress playing with her hoop and dog would have been the same in the lives of those children? Doubtless they would have enjoyed it, but the picture would soon have been forgotten, because it meant nothing, simply a child at play. It had no upward lift in its tone — nothing to inspire further thought.

I believe it a mistaken idea that brilliancy of coloring alone attracts children

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to a picture. To a certain extent this may be true, but soon, very soon, color counts for naught if the picture expresses no thought.

A room needs a few pictures of color to brighten and cheer it, but these should be of the most careful selection, only those that are artistic in color and design being chosen. Some of the art journals send out studies for painting that are truly beautiful — really artistic in every respect; and these when simply framed are very desirable.

The period for one morning's talk in the week is devoted to looking at and talking about some good picture. From those that hang on the wall the children are allowed to choose the one they like best. It is often that their choice is one of the highly colored ones of which there are a few; but it is a great delight to me that so often their eyes turn lovingly upon the soul-inspiring face of the "Madonna" as their choice.

In the upper grades much can be done, in connection with the regular work, toward inspiring a love for good pictures. Have "art days" in which the children may bring pictures illustrating certain subjects in geography, history, or literature. You will be surprised at the number of pictures you obtain. What so centres the interest when studying an author as the showing of his portrait, with pictures of his birthplace, home, and favorite rooms? It brings the children more in touch with him — makes him seem more of a reality.

Aside from the refining and humanizing effect of good pictures, they are of valuable aid in the primary language work. They are the children's special delight. A picture is the quickest way of stimulating thought. Your objects may not interest them, your poem may not be understood, but place a picture before the class; the dullest must see and have some corresponding thought. — School Education.

Pike's Peak in a Texas Schoolroom.

[Adapted from Texas School Journal.]

I visited her schoolroom just at the time for the geography class to recite. When the class was called, I saw some bright little sheets in the pupils' hands.

I asked what it meant; she told me that she liked to give the geography class a change in text; that some days before, when she went home, she glanced over her table and found a railroad folder descriptive of Pike's peak; that she ordered about twenty copies for the class; that the contents would serve for two lessons; that this was the second lesson from the folder.

She then handed me the folder, pictured over in rich russet and gold tints, and proceeded to hear the lesson.

How bright the children's faces were, how eagerly they leaned out to answer, and how well they knew their lesson! They must have novelty now and then to put an edge on their appetites. Yet I acknowledge that in this instance I doubted the utility of the exercise when it was first suggested to me. These folders, printed for the benefit of tourists, are often too exclusively descriptive of landscape for the pupils to catch and hold exact, specific statements; for the teacher to base thereon such questions as will elicit reasoning and originality on the part of the pupil.

No matter how fascinating a schoolroom exercise, it must have real instructive or culture value to be commendable. Not every method having originality and enjoyableness is a good method.

However, let's hear this lesson: On my account, the teacher gave a brief review of the previous day's recitation. She told the pupils to lay aside their pamphlets and thus proceeded.

I will repeat the questions she asked, but will give only a few of the answers. This will suffice to indicate the characteristics of the exercise. The answers given were generally very suitable, hence they can be easily imagined.

She first asked what was the subject of the lesson; then where was Pike's peak; then to name other points of interest in Colorado; to name one in California; one in New York; one in Florida; why was Pike's peak noted; to name and give location of other peaks noted for their height (here I was pleased to see how rapidly the pupils' thoughts leapt from peak to peak — Mt. Shasta, Everest, St. Elias, Blanc, etc.); next, who was Pike's peak named for; then a pupil was selected to describe the discovery thereof, as given in the pamphlet.

The facts were related faultily, brokenly, of course, and when the boy had finished the teacher then requested the class to mention any details of the discovery omitted in the recital. (Here followed a very fine feature; from pupil

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to pupil the teacher nodded consent as they held up their hands, wishing to state various specific details of the discovery; each pupil was allowed to make only one statement at a time, and this statement was to be complete and exact, and one which had been omitted.) Then what trees grew on Pike's peak; mention any forests found in abundance in California, Maine, etc.; describe the peak; name other regions of perpetual snow; give some of the difficulties of the ascent; how did the thermometer stand on top of the peak; compare with thermometer of local atmosphere; outline the journey on the Cogwheel road. So, in this wise, with numerous explanations and questions, comparisons, contrasts, the matter of the little pamphlet was reproduced in its real suggestive significance. The teacher then said to the pupils: "There are about twenty little pictures on the folder; think about them a moment; select one, and tell me about it." This was very good. One described minutely the picture of Pike's peak signal station; this called for various statements about the United States signal service. Another described engine and coach with good result. Another described a picture of a pack-mule, which called forth details about various animals. After descriptions, the teacher criticised the language used.

The exercise being an unusual one, the teacher informed me that she had let it occupy both geography and history periods — an unusual departure, she said.

I told her that I would tell the teachers about it; that the suggestion barely outlined might be helpful. I asked her how she got the folders; she said she wrote to E. A. Hirshfield, Fort Worth, who promptly sent her fifty for her use.



At first thought it seems impossible that any human being should wilfully embrace death. Yet thousands of women daily court the grim-visaged monster. Some do so through ignorance and others through wilful neglect. The woman who neglects to look after the health of the organs most essential to her womanhood ignorantly or wilfully courts death, and death in a slow and agonizing form. Ills of this description render a woman's life a daily burden, and approaching motherhood a menace of the grave.

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Carisbrooke's Donkey.

A little knot of people slowly gathered outside the wooden door of the tiny stone hut, patiently awaiting their turn to enter. Despite rain and the discomfort of standing in a puddle under dripping umbrellas, we were as eager as Dotty to see "the wheels go round." Presently we heard a bolt draw back, the solid old door creaked open on its hinges, and we walked into a one-roomed cabin. Almost at the back, in the middle, was the old well. In appearance it resembled most other wells, being merely a dark hole surrounded by a stone guard, around which had been placed a two-stepped wooden platform. Over the well was the usual arrangement of ropes and a bucket. When the keeper, or showman, rather, had carefully locked the door again, he mounted the steps, and began in a slow, monotonous voice:—

"This well is seven hundred years old. It is almost 200 feet deep—175 feet down, and 25 feet of water. It has never been known to go dry. It would take a man too long to wind the bucket up, so we have it done this way. Come, 'Jacob'!" We turned in the direction in which the showman had called, and saw that a huge wooden wheel, about twenty-five feet in diameter, had been put alongside the well, and arranged in such a manner that its axle formed the beam around which the bucket-rope was coiled. The wheel and a tiny space to the left was partitioned off by a low railing, and in this inclosure stood a small but wise-looking donkey. He had a very large head, enormous ears, and a fat, round little body. While keeping one eye on the showman, he playfully thrust his head over the rail, and with his teeth seized an apple from the hand of an unwary countryman who was gazing at the hanging rope. However, on hearing the words "Come, Jacob!" his donkeyship immediately dropped the apple, assumed a business-like air, and entering the wheel, began to trot. The wheel revolved fairly rapidly, and looked much like that in a squirrel's cage, on a large scale. When Jacob thought it about time for the bucket to come up, he stopped, and glanced round to see how much rope had been wound up, and then continued his trotting. After doing this two or three times, he finally gave an extra spurt, and upon seeing the bucket appear, jumped out of the wheel before the man had time to call to him.

Jacob stood quietly by, panting a little, and gazing with interest at us to see if we properly appreciated his feat. We each were offered a glass of the clear, sparkling water, and then a lighted candle placed in a stand was lowered to enable us, by looking over the curb, to judge the depth of the well.—St. Nicholas.

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In an inspiring address to his teachers, Superintendent James M. Greenwood of Kansas City mentions the following kinds of teachers:—

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IAN MACLAREN.

perhaps, in manner, method, and devices. Nothing is thought into what is done, and then looked out from the inside. Many never get beyond this apprenticeship. Thought dies with them. An ignorant teacher is a doomed teacher, just as an ignorant or prejudiced corps of teachers will kill any school or system of schools.

"A step higher is the second class in the development of teaching power. This class knows something concerning the nature and history of education, and perhaps have some vague conceptions of the principles of psychology; but they do not see how to apply any one of these principles to the living child. Their knowledge is in one direction and their practice in another. With such it is impossible to get intelligent, skillful, and scientific work in the schoolroom, yet there is more hope of them than in the lowest class; but so many of these lack that poise of faculties, breadth of learning, quality of common sense, and skill and acuteness in unraveling intricate problems, that they find themselves ill at ease in the presence of important issues. The influence of such teachers is so well stated by an eminent authority when speaking of another class of professional workers, that its repetition in this connection is indeed apropos. He said: 'The harmful man in any community is the ignorant, good man, whose goodness floats his ignorance, while ignorance does its fatal work.'

"But there is another and better kind of work than I have yet mentioned. It is that which is thought out in all its bearings, and then is judiciously and scientifically tested in the instruction of children. Let this kind of teaching be coupled with energy, decision of character, and intelligent application of principles to the work in hand, united with an inquiring love of truth and a devoted love of goodness and purity of heart,—then our schools will continue to grow in usefulness, efficiency, and power. These teachers have opened the windows of their souls and let light and truth in behind the closed blinds, and have for their guests high and noble thoughts.

"Teachers, will you enrich your common life a thousandfold? Will you fight the battle of your own soul so bravely in defense of the noblest thoughts that it will be always at peace with itself? The battleground of life is ever between one's higher and lower self. I would have you see the end from the beginning, and in the clear sunlight of truth. This deeper, nobler teaching is the only kind worthy of the name."

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When you are on your wheel and a tangle is ahead, what do you do? What is the natural thing to do? Get off and walk aside. When you are in a boat and a flaw comes against the sail, what do you do? What is a reasonable thing to do? Let the sheet and sail go where the flaw cannot come against it. When you are

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slipping on the sidewalk, what do you do? Thrust the other foot under you or turn yourself on a pivot and come to the ground on the hands. What do you do when a man stops you for the purpose of robbing you or for one thing or another? Do the reasonable thing; walk up to him and show him that you are quite at your ease and that he is attacking the wrong person. What do you do in the room of a burning house? Do the reasonable thing; crawl on the floor, because smoke always rises and you can breathe far better. If you must go through flames, pour water over yourself before starting. If the undertow in the surf catches you and carries you out, do the reasonable thing; float — swimming is useless. By floating you will keep above water, and in a moment somebody will come in a boat. So we might go on for a week. The particular case is unimportant. It suffices you not if you know what to do and do not have the power to do it. Acquire the habit of responsibility and prompt action by putting yourself in situations that require this, and when you have acquired the habit of being ready, you are pretty sure to do something that is reasonable in an emergency when it arises, even if you are not primed with all the knowledge of this particular case. —Harper's Bazar.

[The above article is worthy of the special attention of teachers who seek to prepare pupils for the emergencies of life.—Ed.]

No Milk in Japan.

In Japan they do not have this article of food. The natives never use it—no lowing herd is seen with the barefoot boy driving them to the milk yard. There are no pastures, and even the barnyard fowl is practically unknown. Most of the animals on the island are left wild in preserves. Milk is an animal product, and animal food is prohibited by their religion. Curiously enough, fish is not considered animal food, and is used considerably.—Popular Science News.

Hints from Experience.

In a recent visit to a primary room of youngest children I was particularly struck with the absence of all nagging by the teacher. A little boy began to hum in an absent-minded way. "Who has to hum?" asked the teacher in a pleasant, half-chiding way. The boy looked up smilingly and stopped humming, which was all the teacher was after. Wasn't that better than to say, "Stop humming! If I catch you humming again, I'll punish you." The nerves of both children and teacher are saved, and it is a good thing to save nerves and friction when you can. — Public School Journal.

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It is told of Hannah More that she had a good way of managing tale-bearers. It is said that whenever she was told anything derogatory to another, her invariable reply was, "Come, we will go and ask if this be true." The effect was sometimes ludicrously painful. The tale-bearer was taken aback, stammered out a qualification, or begged that no notice might be taken of the statement. But the good lady was inexorable; off she took the scandalmonger to the scandalized to make inquiry and compare accounts. It is not likely that anybody ever ventured a second time to repeat a gossipy story to Hannah More. One would think her method of treatment would be a sure cure for scandal. — Harper's Bazar.

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What your pupils think right and what wrong?

The dominant ideas of the individual pupil?

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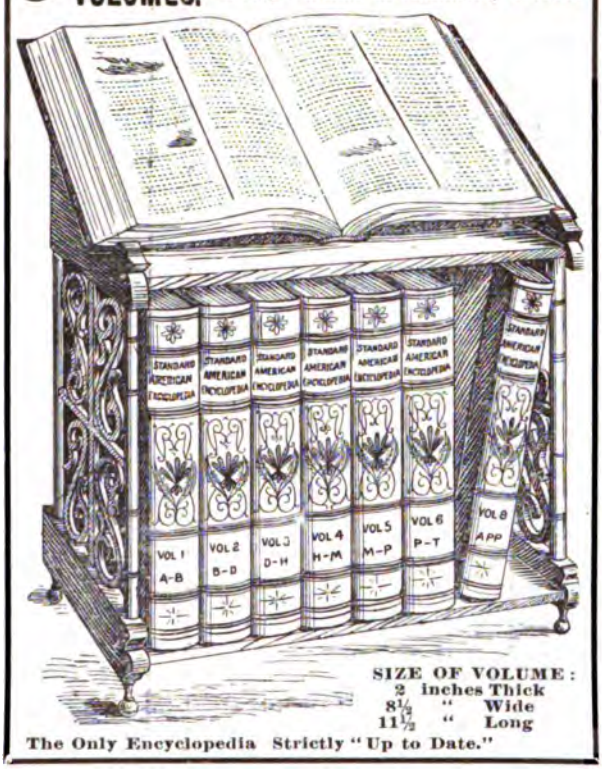
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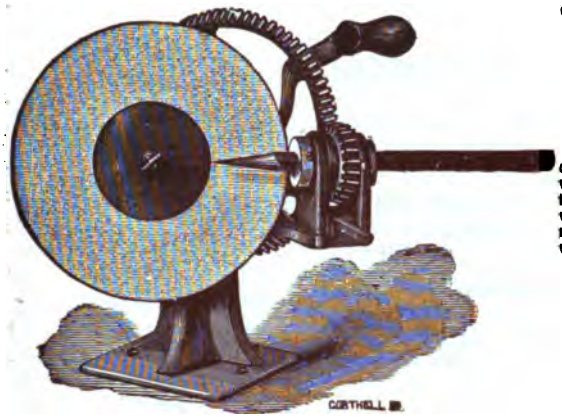
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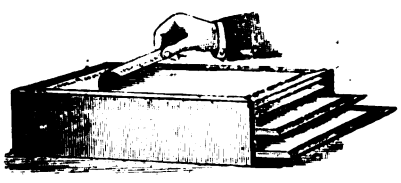
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A PHILOLOGICAL "ROUND-UP."—(I.)

BY THE EDITOR.

APOLOGY.— In the genuine ranch country the cattle run wild and are never seen or cared for by the owners. Each owner has his "brand," which is duly recorded all over the West. Cowboys employed upon the plains brand every calf with its mother's mark. Once a year the whole ranch area of the vast West is divided into "round ups," and the dates and areas are published in every paper and the orders sent far and near until every cowboy is notified. Upon the appointed day the cowboys begin to ride around the area assigned them, and slowly but surely the cattle, regardless of ownership, face the appointed "round up" centre. In course of time all the cattle of the ranch section of the West are in some "round up," and a report is made of the number belonging to each owner in each "round up," and the calves that have escaped branding are divided among the owners represented in proportion to the number of cattle each has in that "round up," and are appropriately marked.

According to a general understanding, certain cattle are driven or shipped to market and every purchaser reports to the authorized officials the value of each owner's cattle, and in due time each receives his money and is assessed his proportion of expense. The term "A Philological Round Up" has, therefore, been chosen as a not inappropriate title for a "round up" of words which carry their "branding" or "mark of ownership," but have strayed far from their birthplace and have wandered away from their parentage.

INTRODUCTORY.— Where can be found more tenacity in history, more energy in life, more comfort in prophecy, than in words? They are, indeed, the revelation of what has been, the character of what is, the prophecy of what is to be in nature and human nature. For reliability, interest, and inspiration there

is nothing to be compared to words. They afford an hour's recreation, an opportunity for a lifetime of research. Rarest beauty and greatest joy, and exhaustless treasures, transient fun (or pun), and eternal vistas are in words.

"EITHER" means one of two, but not both. We do not see houses on either side of the street, but on "both sides." You may walk on either side of the street.

WITNESS.—One does not "witness" a game of ball; he "sees" it. He is a witness in court, or he may have witnessed an accident; i. e., may have seen it and testified regarding it. "Witness" has broken loose from pure testimony, and one is in respectable company who witnesses many things that he sees, but even now he must only witness things about which he might be called upon to be a witness. He sees a game of football, but he may witness slugging in the game.

TRANSPIRE. — We do not see anything "transpire," which means that something has escaped from hiding or from secrecy—breathed through. This is a word largely for negations. We do "not" see or know what transpired or was transpiring. It is only occasionally that one is privileged to know what is transpiring, and when he does he is too much interested in the escape to use so conventional a word, but tells the fact directly and forcibly. If, however, one is tempted to indulge in the linguistic license of this very liberal age, he should be careful to use "transpire" only in reference to something that gained unexpected publicity, and then the chances are that he will never wait for "transpire," but will state the case directly.

LITERAL.— There is a strange fascination in the use of "literal" and "literally" to emphasize the fact that a thing is not literal. "The bicyclist literally flew over the road," emphasizing the fact that he did not fly, but wheeled. Everyone sins in this regard, and to reform oneself, to say nothing of the age, seems a hopeless undertaking.

GIRLS.—(III.)

FOR convenience of reference, the girl may be spoken of as an infant, child, girl, miss, and young lady. It is neither wise nor important that limits be fixed for these periods, but as a general guide it may be helpful to divide the life of the girl into periods of about four years each, infancy to four, childhood to eight, girlhood to twelve, the miss to sixteen, the young lady to twenty, the young woman thereafter.

The baby girl is sweeter, more cuddly, more dainty than her baby brother. There is early something more bewitching in her eye, more playful in her laugh. She appreciates attention more readily and reciprocates it more vivaciously. There are differences in girls as in boys, in baby girls as in women, but it is an exceptional girl that does not announce her girlishness in her baby days. Indeed, she is liable to assert her womanliness more decidedly, because more spontaneously, than in later childhood. The baby boy's individuality is less marked than his sister's; he sets the standard by which her individuality is noticed. He is less boyish, she is more girlish; she is less liable to be boyish, he is more inclined to be girlish.

In infancy conscience is largely a physical affair. Right is regularity, wrong is irregularity; right is the acceptance of physical conditions as they come regularly. Wrong is any change in these expected conditions. To one infant right is drinking from a bottle, sleeping in a rocking cradle, is being put to bed at half-past five and sleeping three hours; to another it is nursing, sleeping in a clothes basket, is being put to bed at seven and sleeping five hours. Firmness, attention to physical conditions, care for purity of milk in bottle or breast, and uniform regularity on the part of parent or nurse will make any reasonable thing right with a healthy child.

Discipline with the infant means simply firmness. If she is to lie in a large chair, there she must lie; if she is to have her nap at 11 o'clock, it must not be 10.45 one day and 11.15 the next; if she is to go to bed alone, she must be left alone ten nights out of the ten. Regularity and firmness are the twin virtues in dealing with infants. No severity of tone, no frown, no force, no impatience, but regularity with a cheerful voice and firmness with a smiling countenance, mean a healthy, happy, good baby and the foundation for good disposition and good morals.

The only digression to be resorted to is diversion. A multitude of babies have had their tears dried and their ruffled tempers smoothed by the rhythmic tones and the appeal to the imagination in

> This little pig went to market,
> This little pig stayed at home, etc.

All the soothing syrups ever mixed have quieted fewer babies than

> Rock-a-bye, baby, upon the tree top,
> When the wind blows, the cradle will rock, etc.

The little three-year-old baby refuses her oatmeal. Her lips are set firm, her brow is knit, she pouts, and is sullen, "Don't want oatmeal, won't eat oatmeal." It would be easy to have a scene and the breakfast spoiled for the whole family. No one notices her for a few minutes, something else is talked of, and then an older sister beside her begins to tell of two horses and a big load of hay, and the horses run away, and they go just as fast as they can to the barn, and the door is open and they run right in, and the little mouth is wide open and the spoonful of oatmeal is carefully within. The tears make a rainbow in the sunshine of her merry smile and ringing laugh. Diversion is the one active virtue that reigns in the empire of infancy. Firmness and regularity are negative but efficient, diversion is positive and as indispensable in a crisis as in the ordinary life of the infant.

The sap is running up the maples. An illustrated article on "Maple Sugar" may be found in the American Teacher for March, 1896.

Primary Reading.

READING FOR BEGINNERS.

BY M. E. C.

FIFTEEN new little faces were turned toward Miss Sunnybright as she entered the beginners' room of her building; little faces disclosing varied character, and giving premonition of struggles and victories of the future. A promising group, she mentally concluded, as she proceeded, in her inimitable manner, to draw the little people about her and lead one after the other to talk of the contents of a tray of toys alluringly displayed.

Miss Sunnybright believed in making the acquaintance of the new children and in aiding them to adjust themselves to their new surroundings before allowing the so-called serious work of developing lessons in the three R's to be begun. The little people handled the toys and expressed their likes and dislikes under the sunny influence of their leader quite as freely as they would have done at home, and meanwhile she was "taking the measure" of each and all; and, as the little homesick child with a struggle to overcome tears snuggled against her in receiving a doll upon which to expend the sympathy usually given to the dear baby at home, this clear-sighted teacher decided that that small group of humanity should for the present enjoy her especial thought and care. In consequence, the sand garden was brought in from the adjoining room and prepared for the afternoon doing.

The pupil-teacher in charge of the room met all queries concerning the garden in so delightful a way, that, when Miss Sunybright invited "the fifteen" to play in the sand with her, they were not at all shocked at the thought of playing in school. Fifteen happy little souls stood about the box (five by five feet square, half a foot deep), and poked their small fingers into or dug in the moist sand, while Miss Sunnybright directed their eyes to a conscious seeing of the hills and fields about and beyond the school building. When she asked, "Would you like to make—hill and the streets over there, and—lots of things right in this box?" all were eager to begin.

With deft rapidity the leader turned the flatness of the garden into an exact, though small, representation of the broad hills and gentle slopes of the neighborhood, chatting the while about what she was doing. When the elevations were coaxed into form the child most observant and skillful was directed to spread the sand to make the fields at the foot of the hills; then followed the laying by other children of streets where May, Ted, and Frances lived, and last of all a big piece of tinfoil was spread for the pond beyond the factory.

Just fifteen and a half minutes had been spent in the work, yet a connection had been established between the new life of the schoolroom and the living, outside world, which had previously made the existence of "the fifteen." Miss Sunnybright was a firm believer that the child's home-life should over-reach and intermingle with the school-life, and the thought for the sand-garden exercises had been conceived of her knowledge of child life in the home; that life of the child which had expressed itself in handling and digging in the dirt, piling blocks and playing with dolls; in short—the reproduction of real life in play.

This wise worker knew that to interest the children in doing through action would be to create in them the best and broadest sort of power of observation, and a degree of attention that would fill them with a desire to do, and bring them into a love for school-life, and prevent a feeling of strangeness and, possibly, fear and dread of doing and expressing upon coming into the realization of self among so many stranger humans.

At the next session, with one inch cubes for houses and two by one inch pieces of manila paper for roofs, the homes of the children on the hill were reproduced; large cylinders and cubes were piled for the huge factory buildings, and breakings of fruit and evergreen trees utilized in representing the beautifying features of the landscape.

During the third session small (finger long) china (paper may be used) dolls dressed to represent girls and boys appeared in the yards, which had been fenced in with two-inch sticks, and streets. The greatest freedom of expression was encouraged, and every child directed to take some part in the reproduction of the neighborhood. The children, themselves, suggested names for the boys and girls (dolls), what they were doing, or where they might be going; and, much to the delight of the wise teacher, the toy children were supposed to be either going to school, or were younger members of the families of "the fifteen."

The night following the third doing a heavy snow fell, and the next step of course was to transform the sand-garden settlement into a snow-covered one by dropping about shredded cotton batting (coarse cotton filling may be used); all the crinkles of the tinfoil pond were smoothed away, because Ted disclosed the fact that the "boys swept off all the snow from the factory pond so to make jolly skating." Some small pasteboard sleds were attached to the doll-children; a fine coast was prepared on one hill; and two toy sleighs with fiery steeds of wood, and dogs of the same material appeared in the streets.

At this point, the previous wandering, free expression of the children gave place to the giving, orally, of thought closely held to some particular phase of doing in the settlement, and this, reproduced upon the blackboard, formed the first reading lessons. Miss Sunnybright was handicapped by the necessity for using such words and phrases as were indicated in the outline for study of the city in which she taught; consequently the sentence making was less free and delightful than might have been under different conditions, but, absolute, tangible life lay behind it all, and what child will not respond to that which stands for action?

I.—Type lessons: Joe and baby May are in the yard.
Joe plays with baby May.
The baby has a red cap.
Dear little baby May.
Vocabulary words: May, yard, cap, red.
II.—See the snow!
Joe and Tom have red sleds.
Polly and Frances will have a sled-ride.
Polly's mittens are red.
Frances has a red dress.
Vocabulary words: Joe, Tom, red, see.
III.—The pond is frozen.
Jack Frost has made the ice thick.
Ned and Tom swept the ice.
The boys can skate now.
It is winter.
It is very cold.
Joe and Ned will make a fire on the ice.
Vocabulary phrase and words: It is, pond, ice.

The occupations connected with these lessons were: Fencing the yards (peg-board filling); cutting from manila paper dolls, caps, and sleds, the runners of which were turned down to more closely simulate "truly" ones; stick-laying of snowflake forms, and outlines of buildings; building piles of wood for the fires (sorting red pegs) upon the pond (circular piece of paper); stringing red beads for baby May's necklace.

As Washington's birthday was of recent interest, Mt. Vernon was built, and thought of the true man's life illustrated in the sand garden. Each session's doing was the basis of the reading exercise, and suggestion for the day's occupations.

A TALK ABOUT BIRDS.

BY B. F. H.

THE returning birds are sometimes seen very early in the spring. Last year the bluebird was seen in Massachusetts as early as February.

Early in March or perhaps the last of February the children may be told to begin to look for migrating birds. Preliminary to that have talks about birds in general; as to his organs and their peculiar fitness for the life he leads.

His covering, why should it not be fur?

His food and how he gets it.

Where he sleeps and how.

Bird's-nests,—how they choose places for them.

What kind of places are liked by robins? orioles? sparrows? woodpeckers? bluebirds? ground sparrows? swallows? crows? etc.

When they build their nests.

What materials they use and where they find such material.

What tools they use.

When the first bird is seen—which is usually a bluebird—have a day's lesson on it.

Begin with a morning talk:—

Where has he been all winter?

When is he usually seen?

What food does he prefer?

Have you ever heard him sing?

Tell how he is colored,—head, bill, neck, breast, wings, legs, etc.

To what common bird is he related?

How is he like these birds? How different?

What place does he choose for a nest?

When does he build?

Of what material does he build?

How many eggs does the female bird lay? What color are the eggs?

How do the young birds look?

All these questions may be answered in bird books in public libraries.

The children might write about the bluebird from simple outline on the blackboard, from written questions or in anyway suggested to the teacher.

The following is a simple outline to write from:—

The Bluebird.
- Size.
- Shape.
- Color.
- Family.
- Habits.
- Nest.

It could be elaborated according to grades.

A good memory gem to teach in connection with such a lesson is:—

"The birds are coming home soon,
I look for them every day,
I listen to catch the first wild strain,
For they must be singing by May.

"The bluebird he will come first, you know,
Like a violet that has taken wing,
And the redbreast trills while his nest he builds.
I can hum the song that he sings."

Then there is a familiar song about the bluebird that might be taught by rote in lower grades and by note in higher—"I know the song that the bluebird is singing."

This plan might be carried out in the same way for robin or any of the other birds.

A GLIMPSE OF WASHINGTON IRVING.

BY EVELYN FOSTER.

WASHINGTON IRVING was born in New York, April 3, 1783.

His home was on the Hudson river.

It was a quaint little cottage.

Irving used to say it was as full of angles and corners as an old cocked hat.

Although born in America, he spent many years in Europe.

He first went to Europe in search of health.

Afterward he went to represent our government at the court of Spain.

His dearest friend was Matilda Hoffman, a beautiful young woman, who died before she was eighteen years old. Had she lived she would have been the great author's wife.

Another of Irving's friends was Rebecca Gratz, a beautiful Jewess. It is said that she was the original of Rebecca in Sir Walter Scott's famous novel "Ivanhoe."

Sir Walter Scott was also Irving's friend. They passed many pleasant hours together in Scotland.

Irving had several artist friends, of whose names we are proud.

Among these are Washington Allston and Charles Leslie.

Charles Leslie illustrated "The Sketch Book."

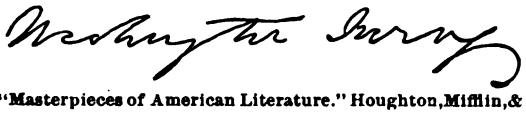
Irving also had friends among poets.

Thomas Moore, who wrote "Lalla Rookh," was his friend.

John Howard Payne, the author of "Home, Sweet Home," was another friend.

Here is an incident of Irving's life, which is a fine illustration of the beautiful, unselfish spirit which always characterized him: From his boyhood he had





From "Masterpieces of American Literature." Houghton, Mifflin, & Co.

cherished the plan of sometime writing the history of the conquest of Mexico. When the material was nearly all collected, and he was about to begin the task, he learned that William Prescott wished to write on the same subject. He at once gave up his plans, with that rare generosity that does not let the receiver know what the sacrifice has cost the giver.

We can hardly hope to write books as charming as "The Sketch Book," "The Life of Columbus," or "The Life of Washington."

We cannot hope to number among our friends such illustrious people as sought the friendship of Irving. But we can all become like him, unselfish, cheerful, and courteous. And who that is unselfish, cheerful, and courteous is ever without some loving friends?

FIFTH YEAR SPELLING.—COLORS.

AT almost any drug store a color card may be had for the asking and will add much to the study of colors.

The following suggestions are taken from Long's New Language Exercises:—

PRIMARY COLORS.

1. What color is the clear sky?
2. What is the color of blood?
3. What is the color of butter?
4. What kind of colors are blue, yellow, and red.

SECONDARY COLORS.

Place blue and yellow tissue paper (or glass) together; hold them up so the light will shine through them. What color is made? What colors made it? Place yellow and red paper together. What color is made? What colors made it? Place red and blue together. What color is made? What colors made it?

What are purple, green, and orange called?

Write the names of six colors. Which are the primary colors? Which are the secondary colors? What colors make purple? What colors make green? What colors make orange? What colors have you seen in fruit? What colors have you seen in flowers? What colors have you seen in birds? What colors have you seen in the sunset? What colors have you seen in the rainbow?

Learn to know the colors named below in clothing, animals, fruits, leaves, sunsets, rainbows, etc. You will thus be able to describe more fully the things you may see:—

Kinds of yellow—lemon, straw, sulphur, gold.

Kinds of red—pink, garnet, scarlet, crimson.

Kinds of blue—plum, sky-blue, indigo, marine.

Kinds of green—olive, emerald, tea-green, bottle-green.

Kinds of purple—lilac, lavender, violet, amethyst.

Kinds of orange—buff, salmon, cream, amber.

Kinds of brown—chocolate, russet, chestnut, tan.

TO THE TEACHER.

Request pupils to make a collection of ribbons, papers, worsteds, flowers, pictures, colored glass, etc., to illustrate the colors. Teach them to recognize and name each color.—School News.

For the Little Ones.

Let us make some lines about colors. You can put in the last word.

The fields are green, the sky is blue,
Every one seems happy. Are not——?

When the green grass in the field is cut down,
Then it is hay, and its color is ——.

Gold is yellow, and silver is white,
What is the color of the stars at ——?

When to your father a letter you write,
The ink is black, and the paper is ——.

Pinks are growing in the garden bed,
Do you think you can tell their color from ——?

—The Riverside Primer and Reader, Houghton, Mifflin, & Co.



THE CHILDREN AND THE TREES.

BY OLIVE E. DANA.

AN ARBOR DAY EXERCISE.

1. (Child bringing freshly-leaved sprays of the trees she names, evergreens, and such wild flowers as are in bloom.)

Tassels on the alders,
New leaves on the elm,
Bushes greenly threading
The gray pasture's hem;

Crimson buds far shining
On the maples tall,
Pine and fur and cedar
Wafting wood-scents all;

Blossoms on the lilacs,
And the chestnut trees
Feasts are making ready
For the hungry bees.

Orchard boughs, long budded,
Show their rosy bloom,
Dropping May-day snowflakes
Laden with perfume.

2. (Child bringing sprays like the first.)

All the birches whisper,
They have found their speech;
While of nutting parties
Dreams the drowsy beech.

Birds are singing blithely,
Every leaf, you see,
Helps to roof the dwellings
Where will birdlings be.

All the wood rejoices,
Every budding tree
In its hand is bringing
Gifts for you and me;

Shade and song and perfume,
Leaf and flower and fruit,—
How the promise quickens
Twig and trunk and root!

3. (Child coming forward with nothing in her hands.)

Gaps in pleasant hedge-rows,
Pastures brown and bare,
Woodlands growing scanty,
And no one to care;

Roadsides all untended,
Meads with weeds o'ergrown,
Intervales that never
Flower or grass have known.

Streets that are unshaded
From mid-summer suns,
Homes where never roses
Cling, nor ivy runs.

Towns where little children
Leaf nor blossom know,—
If you give them daisies,
You must tell them so!

4. (Child bringing a basket of fruit, nuts, and acorns.)

Ah, but something is hidden
In each growing thing,
There's a promise written
Where'er blossoms cling;

Not a fruit nor berry
But its treasure hath,
Not an herb but soweth
All the woodland path.

Seeds in every chalice,—
In the acorn, strength,
Clothing all the uplands
With brave oaks at length.

Seeds in fruit and flower,
In the shy herb's heart;
Seeds held high in triumph,
Seeds low-screened apart.

Seeds for freest planting,—
How the wild things strow them!
Seeds for all bare places,—
Who will help to sow them?

5. (Some of these speakers who follow now should be smaller, and they should come forward very promptly.)

We will help to sow them
By the roadsides bare;
We will make the meadows
And the highways fair!

We will plant the maples
For a leafy screen,
The uncurtained windows
We will shade with green!

6. We will find the places
Where no greenness is,
Where kind Mother Nature
Always thwarted is!

We will bring the saplings
From the forest deep,
We will plant and tend them,—
For them room will keep!

7. Here are hands to tend them,
Here are eyes to see,—
We will plant and guard them,—
Every one, a tree!

Here are feet to follow
Where of them is need;
Thoughts, too, Nature's lessons,
One by one to read!

8. (All stand and sing, to the tune: "Tramp, Tramp, Tramp.")

Come, come, come, we must be going!
With our treasures,—guard them well:
Every planted seed shall swell,
Every sapling safely dwell,—
Far and wide the legend tell,—
Every one is Nature's sentinel!

Tell, tell, tell,—oh, tell the children,
Tell them what the forests do:
How they feed the rivers all,
How they hold the winds in thrall,
Stay the floods, and bring the rich rain-fall!

(Repeat first verse, and march off stage.)

ARBOR DAY.

BY LIZZIE M. HADLEY.

Tune: "All Hail the King," from "The Sleeping Princess."

A little band, a merry band,
Behold us now appear,
For robin pipes and blossoms say
That spring, glad spring is here.

Chorus.

And so we come
While wild bees hum,
And bluebird trills a lay.
The winter goes,
Soon blooms the rose,
And now 'tis Arbor Day.

School.—Who comes, who comes?

First Pupil.—

'Tis Arbor Day
Across the meadows dancing,
While darting swallows round her head
Are in the sunshine glancing.

She wears a robe of misty green,
'Tis all besprent with flowers,
And rainbows follow in her wake,
As sun contends with showers.

School.—

And who is that behind her comes,
With song so sweet and tender?

Children (with letters).—

Oh, we are from the Alphabet,
We're in our spring-time splendor.

School.—

We'd like to know why, hand in hand,
You here have come together?

Children.—

Oh, we would help you plant the trees,
All in this sunny weather.

We long to see their green boughs wave,
While flick'ring. gold-green shadows
Go dancing o'er the dewy grass,
Across the daisied meadows.

ARBOR DAY SONG.



Let the aisles be named Elm, Maple, Pine, and Oak streets. Six or eight children may be chosen to march up and down the streets. The remaining children may stand in their seats, arch their hands over the aisles. If branches of the trees named can be procured, the general effect will be greater. All sing the air in a spirited manner.

And so to-day we've left our home,—
You know we are relation,—
And Mother Nature kindly sends
Us here, her delegation.

She tells us we must urge each one
To-day to do his duty,
And in the orchards and the fields
Plant trees for use and beauty.

She's drilled us well, I'm pretty sure
That now we know our lesson.
And here is A, to do his part,
He heads this grand procession.

A.—

I'm A. I've come to have you plant
Beside the flowing river
The Aspen, with its fair green trunk,
And silv'ry leaves a-quiver.

Or, yet, perchance, you'd better like
The Ash—a sturdy fellow—
Or Apple, with its blossoms sweet,
And fruit so ripe and mellow.

School.—

Come, let us plant the apple-tree,
Cleave the tough greensward with the spade,
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mould with kindly care,
And press it o'er them tenderly,
As round the sleeping infant's feet
We softly fold the cradle sheet;
So plant we the apple tree. —Bryant.

R.—

I'm R, far down the alphabet,
At home you'll see me standing,
But now I come, by Nature sent,
This next brigade commanding.
And lo! from California's shore
I see the Redwood coming,
And then Red Cedar, Maple, Oak,
With bees about them humming.

School.—

Give me of your boughs, O Cedar,
Of your trunk and pliant branches,
My canoe to make more steady,
Make more strong and firm beneath me.
—Longfellow.

B.—

I'm B; at home I'm next to A,
Of letters I'm the second;
Yet, where'er Nature bids, I go,
And here the third I'm reckoned.
O, plant the Beech, for on its boughs
Full many a wild bird perches,
Or, let the sunny, sloping hills
Be whitened o'er with birches.

School.—

Let us plant the birch tree,
Growing by the rushing river,
Tall and stately in the valley.
—Longfellow.

O.—

I'm just a round and merry O,
And now I'm hither hieing,
While stately oaks behind me march,
With scarlet tassels flying.
Yes, on the hill and in the glen,
The stout old oaks we're planting,
Their boughs are minsters, where the birds
Are feathered choirs chanting.

School.—

Then here's to the oak, the brave old oak,
Who stands in his pride alone!
And still flourish he, a hale green tree,
When a hunderd years are gone.
—H. F. Chorley.

R.—

I'm R; and here again I come,
To help about the spelling,
Then, too, of trees and Arbor Day
I know facts worth the telling.
Now from the woodlands fair I'm here,
And Rowan-trees I'm bringing,
With superstitions quaint and old
About their branches clinging.

School.—

We will plant the Rowan-tree,
It stands by the dusty roadside,
It borders the flowing rills,
And, in crimson and gold, its banners
Fly on the autumn hills. —S. F. Doren.

D.—

We've gathered here to do our best,
And see that trees are planted,
I'm D, and come like knight of old,
With courage all undaunted.
What matter if the skies are blue,
Or if with clouds they're frowning,
I'll plant the Dogwood, soon its boughs
White blossoms shall be crowning.

School.—

When spring returns and the tender leaves
In the moist brown earth are growing,
When the grain so sweet,
The rye and wheat,
The oats and corn we are sowing,
When starting sap through the brown twigs runs,
And the early bees are humming,
When the Dogwood fair
Perfumes the air,
We know that summer is coming.
Let us plant the Dogwood.

A.—

I'm A. When sun and showers tell
'Tis fickle April weather,
Then o'er the land from dewy woods
The trees come forth together.

School.—What bring you?

A.—

Down beside the brook,
Or o'er it lowly bending,
The Alders stand, I bring you these,
They're gifts of Nature's sending.

School.—

Alder down on the reedy banks
Of the river that ever seaward passes,
What do you see in the rippling waves,
As they lazily slip through the tangled grasses?
We will plant the Alder.

Y.—

And now the last of all I come
The letter Y to bring you.

School.—Sing us a song.

Y.—

Well, by and by,
Maybe a song we'll sing you.
But now I come to plant the Yew,
E'en though its mem'ries sadden,
In summer's heat its dusky shade
Some weary one shall gladden.

School.—

What gentle ghost besprent with April dew
Hails me so solemnly from yonder Yew?
—Ben Jonson.

Y.—

It is no ghost, yet wavering shadows pass
Like unreal spectres o'er the darkened grass.

School.—We will plant the Yew.

Children stand in line and sing. Tune: "Buy a Broom."

So blithe and so happy, so gay and so merry,
We stand all in line to spell Arbor Day,
Here are trees for your planting, the apple and cherry,
And eight little sisters we're coming this way.

Chorus.

Plant a tree! Plant a tree!
Plant a tree for birds to nest on,
Plant a tree for them to rest on,
Come plant, my lads and lasses,
Come plant, plant a tree.

All.—

O, read our names and you will see
'Tis Arbor Day we spell you.
Then listen, and about the trees
What poets say we'll tell you.

A.—

Give me again my hollow tree,
A crust of bread and liberty. —Pope.

R.—Friendship is a sheltering tree.—Coleridge.

B.—

In the outskirts of the village,
On the river's winding shores,
Stand the Occidental plane-trees,
Stand the ancient sycamores. —Whittier.

O.—Heaven and earth helps him who plants a tree.—Lucy Larcom.

R.—

The stately homes of England,
How beautiful they stand
Amid their tall ancestral trees,
O'er all the pleasant land. —Mrs. Hemans.

D.—

O, Hemlock-tree! O, Hemlock-tree! how
Faithful are thy branches!
Green not alone in summer time,
But in the winter's frost and rime. —Longfellow.

A.—

To all that sow
A time of harvest shall be given,
The flowers shall bloom, the fruit shall grow,
If not on earth, at last in heaven. —Whittier.

Y.—

I hear the wind among the trees
Play celestial harmonies.

All.—

So on the shrine of Arbor Day
We come, each little maiden,
The poets' pleasant words to lay,
Each verse with mem'ries laden.
We pray that ev'ry tree you plant
A blessing e'er shall bring you,
And on its boughs the woodland birds
Their happy songs shall sing you.

AIDS IN HUMANE EDUCATION.—(II.)

BY SUPT. BURT JAY TICE, A. M., SHEFFIELD, MASS.

TO save time for busy teachers and others interested in humane education, the following collections and lists have been made. Only a few selections are given under each head, but it is believed that those given have special merit and are entirely unobjectionable. They will, at least, suggest how easily kindness to animals may be taught without taking time from other work, by uniting the subject with the ordinary school studies.

I. MEMORY GEMS. FROM STANDARD POETS.

We do pray for mercy;
And that same prayer doth teach us all to render
The deeds of mercy.—Shakespeare.

I would not place upon my list of friends,
Though gifted with rare learning and fine sense,
Yet wanting sensibility—the man
Who needlessly sets foot upon a worm.—Cowper.

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.—Coleridge.

Evil is wrought by want of thought,
As well as want of heart.
One lesson, shepherd, let us two divide,
Taught by what Nature shows and what conceals,
Never to blend our pleasure or our pride
With sorrow of the meanest thing that feels.
—Wordsworth.

Hast thou named all the birds without a gun?
O! be my friend, and teach me to be thine.—Emerson.

Among the noblest in the land,
Though he may count himself the least,
That man I honor and revere
Who, without favor, without fear,
In the great city dares to stand
The friend of every friendless beast.—Longfellow.

Have good will
To all that lives, letting unkindness die,
And greed and wrath, so that your lives be made
Like soft airs passing by.—Arnold.

II. READINGS. POEMS, OR EXTRACTS FROM POEMS. By Standard Authors.

British Poets.

1. Spenser. The Butterfly.
2. Shakespeare. "The Quality of Mercy," Merchant of Venice.
3. Pope. Instruction from Animated Nature.
4. Cowper. Remarks on Cruelty to Animals.
5. Burns. To a Mouse. Waterfowl.
6. Wordsworth. The Lost Traveler. The Kitten and the Falling Leaves. To the Skylark.
7. Scott. The Wren.
8. Coleridge. He Made and Loveth All. To a Young Ass.
9. Southey. The Parrot.
10. Byron. "A light broke in." Prisoner of Chillon.
11. Keats. The Grasshopper.
12. Tennyson. "Owd Roa." A Sea Shell.
13. Browning, Robert. "Old Tray."
14. Arnold, Matthew. Geist's Grave.
15. Arnold, Edwin. Siddartha and the Swan.
16. Shelley, Percy Bysshe. To a Skylark. To a Young Ass.

American Poets.

1. Bryant. To a Waterfowl.
2. Emerson. To the Humble Bee. Mountain and Squirrel.
3. Longfellow. Birds of Killingworth.
4. Whittier. Red Riding Hood.
5. Holmes. To a Caged Lion. Sea Fowl. The Chambered Nautilus.
6. Thaxter, Celia. The Sandpiper. The Great Blue Heron.
7. Taylor, Bayard. To His Horse.

III. RECITATIONS.

The following poems are of a dramatic character and will be found suitable for pupils of various ages for recitation:—

1. The Bell of Atri. Longfellow.
2. The Emperor's Birds Nest. Longfellow.

3. Don. J. T. Field.
4. Tom. C. F. Woolson.
5. The Arab to His Steed. Mrs. Norton.
6. The Scarecrow. Celia Thaxter.

IV. BOOKS. SUPPLEMENTARY READERS.

1. Black Beauty. Anna Sewell. 6c.
2. Our Gold Mine at Hollyhurst. 6c.
3. Voices for the Speechless. 40c.
4. Workers Without Wage. Edith Carrington. 70c.

V. PERIODICALS.

1. Our Dumb Animals. 19 Milk street. Boston, Mass 50c. per annum.
2. The Animals' Friend. 20 Victoria street, Westminster street, Westminster, London, S. W. 38c. per annum.

VI. LEAFLETS.

These leaflets may be distributed among pupils. A specimen set will be furnished free to any teacher.

1. An Appeal from the Horses.
2. Man's Faithful Friend.
3. Only a Cat.
4. A Wise Fish.
5. My Lady's Plumes.
6. An Appeal to Every Woman.

VII. SCHOOLROOM DECORATION, BY FAMOUS ARTISTS.

The first five pictures and the three casts are recommended for schoolrooms by the Joint committee representing the Boston Art Students' Association, the N. E. Conference of Educational Workers, and the Public School Art League. Photographs of the paintings mounted on 11x14 inch cardboard can be brought for about forty cents each or $4.00 a dozen. They may be ordered through any picture dealer.

Pictures.

1. Bonheur, Rosa. Oxen Plowing.
2. Landseer. Sleeping Bloodhound.
3. Dupre. Cows in Pasture.
4. Millet. Shepherdess and Sheep.
5. Lerolle. Shepherdess and Sheep.
6. Bonheur, Rosa. A Norman Sire.
7. Landseer. Odin.
8. Landseer. A Member of the Humane Society.
9. Herring. Three Members of the Temperance Society.
10. Schreyer. Arab on Horseback.

Casts.

1. Donatello. Lion's Head.
2. Barye. Panther.
3. Thorswalden. Lion of Lucerne.

VIII. SUBJECTS FOR COMPOSITIONS.

Primary Grades.

1. Interesting Animals.
2. The Uses of Animals.
3. Acts of Kindness Which I Have Seen.
4. Lessons Learned from "Black Beauty."

Grammar Grades.

1. How Wild Birds Help the Farmer.
2. Cruelty to Horses.
3. Why it Pays to Treat Domestic Animals Kindly.
4. The Humane Work Done by Henry Bergh.
5. The Humane Work Done by George T. Angell.

High and Normal Schools.

1. Laws About Cruelty to Animals and the Protection of Birds.
2. Influence of Humane Education.
3. The Rights of Animals and the Protection We Should Give Them.

Band of Mercy Pledge.

I will try to be kind to all living creatures and will try to protect them from cruel usage.

All the books and leaflets mentioned here, and others relating to the care of our domestic animals, such as the cow, the pig, poultry, etc.; also directions for forming bands of mercy, pledge cards, etc., may be obtained of the Humane Education Committee, Room 20, 61 Westminster street, Providence, R. I.

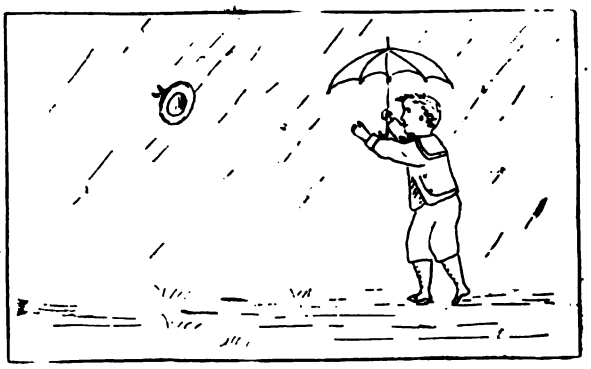
Many leaflets suitable for this work can also be obtained from George T. Angell, 19 Milk street, Boston, Mass.

STORIES OF THE MARCH WIND.

BY A. W. MORRISON.

[For the children.]

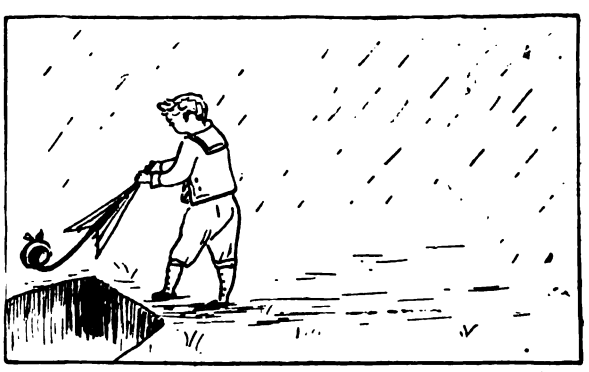
WHAT kind of a day is this?
Where is the boy going in this rain?
What is his name?
What happened as he walked along?
What kind of a hat was it?
What did the boy do?
How far did his hat blow?



How long did he chase his hat?
Into what did the hat blow at last?

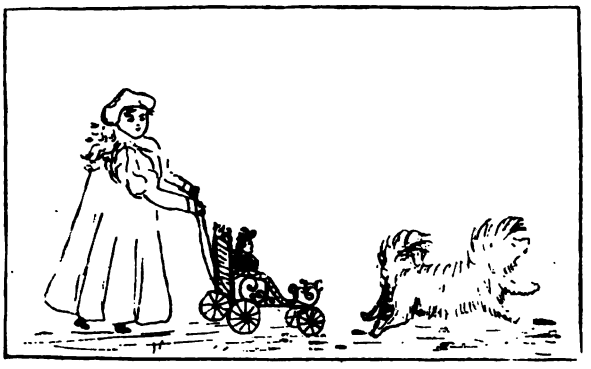


When he saw it blowing into the hole what did the boy do?
What became of his umbrella?

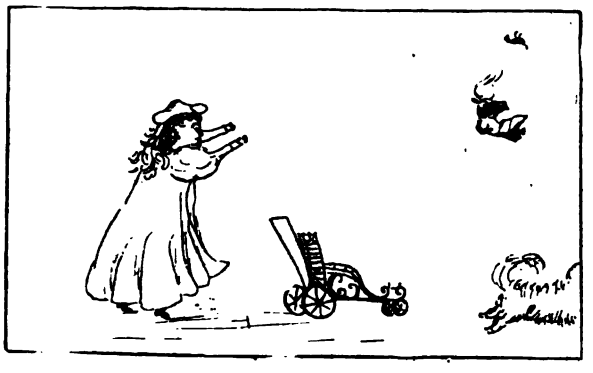


What would some boys have done when they found they could not reach the hat?

How did this boy think he could reach his hat?
How did he get it?
What kind of a boy was he?
How did he tell about it when he reached home?
What do you see in this picture?



What kind of a day is it?
Where are they all going?
What are their names?
How does the little girl look?
How does the doll look?
A strong wind springs up before they reach home; what happens?



What does the little girl think?
What does she do?
What does she say to herself?
Who runs to get the doll?
Who can run faster?
What does the dog do?



What does the girl say to the dog?
How does the little girl treat her dog and her doll?
How does she tell this story when she reaches home again?

LESSONS ON ANIMALS.*—(II.)

BY LOUISE J HEDGE.

[Adapted to children studying the Geography of the American Continent.]

THE DOG.

FOR this lesson a large picture of a dog is needed. Better than that, if it can be procured, is one of those charts, issued by more than one German firm, showing not only the dog, but its skeleton also, a most important matter. A live dog is more troublesome than helpful unless under perfect control. Any number of small pictures, representing different kinds of dogs, will arouse interest, after the lesson, if conveniently placed for observation.

Before showing the large picture, the teacher asks several of the pupils to tell her about the size of dogs they know as compared with the cat, also to tell whether the hair of these dogs is long or short, straight or curly, and a few such points. She puts on the board the names of such varieties of dogs as are described, adding to the list any important ones which the children fail to mention. In this way, the teachers get such a list** as this:—

Spaniel.—Several varieties; generally long-haired, and black or black and tan in color.

Newfoundland dog.—Classed as a large spaniel; color, black, usually with some white; web-footed; in Newfoundland forced to work very hard drawing wood over the snow.

Setter.—Classed as a spaniel; color, reddish brown, brown and white, or black and tan; used in hunting.

Terrier.—Several varieties, differing widely in appearance; among them, the English terrier, with smooth black and tan coat, the fore shoulders and legs developed for digging, and the tail long and thin; the Scotch terrier, with rough coat in black and tan, sprinkled with gray; the Skye terrier, with a long body, short legs, and long, straight hair; and the fox terrier, with a smooth coat in white and black and tan.

Sheep dog.—Including the Scotch collie; long, woolly hair, bushy tail, pointed nose, bright eyes, great intelligence, and devotion to master.

Poodle.—Thick, matted hair, often fancifully cut in a cruel manner.

Hound.—Several varieties, including the slim-bodied, deep-chested, swift-running greyhound, with either smooth or shaggy coat; the bloodhounds, with smooth coats; and the pointers, also with smooth coats; used in hunting.

St. Bernard dogs.—Very large; bred in the Alps mountains; coat varies from smooth to shaggy, and is fawn and white in color; feet broad, suited for walking on snow.

Mastiff.—Large and strongly built; coat smooth; light in color; muzzle often black.

Bulldog.—Classed with mastiff; smooth-coated; fore-shoulders and legs well developed; fierce in nature.

Pug dog.—Classed with mastiff; a small, smooth-coated house dog; light in color, with short black muzzle; tail curling tightly over and resting on thigh.

*Copyrighted.

**The notes following each name are appended for the use of the teacher, experience having shown that such facts are not easy to find.

The picture is then hung up and the children are helped to decide what kind of a dog it represents.

"Now, children," says the teacher, "think of all the full-grown cats you have seen and tell me if you remember one twice as large as another. No, you say. There are some very large cats, with quite long fluffy hair, that are called Angora cats, but even they would hardly weigh twice as much as those with which you are familiar. But what is true about the differences in size among dogs? I know a little terrier, so small she is called a toy terrier, who could almost curl up on my two out-spread hands, and yet I have seen St. Bernard dogs almost four feet high. Then think of all these dogs (pointing to the list). So what shall I say of the size of dogs?"

One child with an air of inspiration answers, "Dogs are of all sizes."

"Well, hardly that," replies his teacher, smiling, "for we never saw one as large as a horse nor as small as a mouse. I think if we say that dogs vary greatly in size that will be a good way to put it.

"Think now about the length of a cat's fur and then of the hair of different dogs, like the Newfoundland, the poodle, and the pug. First, what can you say of the fur of cats?" "Their fur is straight and not very long."

"What about the hair of dogs?" "Sometimes it is short and straight. Sometimes it is long and curly."

The cat's fur and the dog's hair are next compared as to color, variety being found in both cases.

"How do dogs' heads differ?" questions the teacher, having finished the other topic. "Some dogs have smaller ears than others and they hold them more erect," replies one child, and another says: "The shape of the head differs."

"That is true. How does the head of a greyhound differ from that of a pug dog?" "The nose of the greyhound is much longer," is the expected reply. "Yes, and the greyhound has a very flat head also. He is not very intelligent, you remember.

"Think for a moment. Are there such great differences in the shapes of horses' heads? Of cats' heads? Of the heads of any other animals you know?" Each time the answer is in the negative.

The subject of the teeth is then taken up and here a careful reproduction of the jawbones and teeth is almost indispensable, as the children's previous observation has probably been too desultory to be of much use. These facts should be brought out by comparing the dog's teeth with our own and with those of the cat, after the method used in the lesson on the cat.

There are six small cutting teeth on each jaw, not so much smaller than the others as those teeth are in the cat. The four canine teeth are large and well curved. Some of the back teeth are sharp, some are fitted for grinding, as ours are. "Are the dog's teeth more like the cat's or more like ours?" the teacher then asks.

"They are more like a cat's."

"Then the dog is best fitted for eating what?" "For eating flesh. But if he has some grinding teeth, other things must be good for him."

"That is just what I wanted you to see," replies the teacher, well pleased.

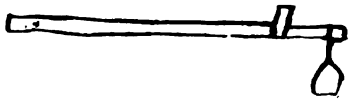
She starts a new topic with "Why does a dog keep his mouth open so much in warm weather?" One or two are ready to reply that a dog keeps his mouth open because he perspires through his tongue. "Quite right, children. Do you remember how the water drops from his tongue? Does his coat ever get wet with perspiration? No, so you see his tongue has all the work to do. Will one of you, who has a dog and knows about his tongue, please tell the class whether it is rough like the cat's tongue or not?" "No, it is smooth, and I think all dogs have smooth tongues."

"Look at the dog's legs and tell me how he walks?" "He walks on his toes, like a cat."

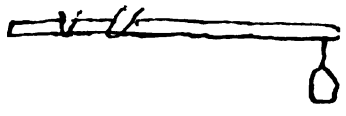
"And of what use is this to cats and dogs?" "It helps them to run faster."

"Something else helps the dog in running which I will try to explain to you. First, we must try an experiment."

The teacher ties a weight to the pointer or a yard-stick and using her thumb and finger as a fulcrum for this improvised lever makes the arm on which to pull very short, and the one to which the weight is tied very long, resting the weight on her desk.



She then calls on a child to pull down on the power arm just enough to lift the weight. She lengthens the power arm by taking hold at a new point and the child tries again. This is done several times until the power arm is much longer than the weight arm.



"What have you found out?" says the teacher to the little experimenter. "If my end of the pointer is long, I don't have to pull so much."

"Then if you had to pump water for a half-an-hour which would be better, a pump handle a foot long or a yard long?" "A yard long would be better."

"Of course. Keep your eyes open, children, to see if you find any places where lifting is made easier in this way. But just now we want to see how a dog's bones are suited to this principle." If she has a chart of the skeleton, the teacher has the heel bone pointed out. If not, she reminds them of its position, trusting to their observation, if her picture of a dog does not show it. "See how that bone projects behind the joint. The joint takes the place of my fingers and the muscle fastened to that bone does the pulling. Every time the dog steps he has to pull his leg straight with that muscle. You can feel that muscle gently

in a dog's leg or a cat's leg the next time you have a chance. Perhaps you think that bone is not very long, but look at your own heel. Feel it. How much does your heel bone project backward?"

"It doesn't seem to stand out at all."

"It really does a little but not so much as in a dog's leg, but you cannot feel it."

"Oh, I can feel the muscle fastened to my heel," cries an excited youngster. The others promptly investigate more closely until they, too, feel the tendon.

"Now tell me all you can about the feet of dogs, remembering what we noted about the feet of cats." This brings out by degrees these facts:—

There are five toes on each fore foot and four on each hind foot.

Each toe has a claw, but they are not as slim and sharp as those of a cat.

A dog does not scratch with his claws when he fights.

The claws cannot be hidden away, so they get worn off.

The pads on his feet are harder than those of a cat.

"That was well done. It shows careful thinking. If a dog does not use his claws in fighting, what are they good for?"

"Our dog often digs holes to bury bones in and he could not do it without claws."

"That is another reason why the claws grow dull. Isn't it?"

The webbed feet of Newfoundland dogs should be referred to and their consequent power in swimming. Next the point, made in the lesson on cats, is recalled, that most dogs have no properly developed collarbone and consequently very little power to clasp objects. The pug dog has a less rudimentary collar bone than most dogs.

The teacher is obliged to leave the subject of habits and characteristics of dogs until another lesson, in which also Eskimo dogs and coyotes, as well as wolves, foxes, and jackals are to be studied.

The children help to build up the following summary:—

Dogs vary greatly in size, in form, in kind of coat, and in color.

The teeth are suited to flesh-eating, but not so much so as in the cat.

The dog perspires through the tongue.

The tongue is smooth.

The legs are fitted for swift running.

Dogs are toe-walkers.

Dogs usually have no collarbones, so they cannot climb.

There are five toes on each fore leg and four on each hind leg.

The claws are heavy and dull.

They cannot be sheathed.

Bird Day will receive attention in the April issue.

Send to the New England Publishing Company for their "Exercises for Arbor Day," by Annie Isabel Willis. Price, 25 cents.

PRIMARY READING.

BY A. C. SCAMMELL.

JACK FROST had a good-bye party just before he went away.

It was a working party. Southwind, Sunbeam, and Cloudlet were there. Many little fairies came too.

Jack said, "Let us help Mother Earth get ready for spring!"

"We will wake our little brothers and sisters who have slept all winter."

"They will be glad to help us."

So Jack went to work with his ice plows, and broke up the hard ground.

The noise awoke the pretty pink earthworms.

They set to work carrying tiny loads of rich loam to the surface.

The farmer saw this and said, "It will soon be time for me to plow."

"Now we will unlock the little streamlets," said Jack.

The happy waters came dancing out. They were glad to be free again.

They sang, "Now we can make others happy."

"We will sing for the children."

"We will sing for Chip, and Bunny, and Little Wildflower."

"We will make the mill wheels go."

"We will carry sands to the sea."

Sunbeam, Cloudlet, and Southwind knew where every little seed lay sleeping. They went together and lifted the coverlets.

The sleepy seeds felt a gentle shake and a warm kiss. They awoke good-natured and hungry.

Cloudlet gave them a morning bath.

Southwind and Sunbeam helped to get them a good breakfast.

Then the little seeds went to work.

"We will grow into the best flowers and fruits that we can," they said.

"We will grow to make others happy."

Southwind said to Honey Bee, "Have you heard that Pussy Willow has come?"

"I will call on her at once," said Honey Bee.

Pussy was glad to see her old neighbor.

She filled his basket with nice beebread for his little ones.

The birds, who had been far away, heard Southwind's cheery song, "Winter has gone. Come home. Come home."

As soon as they came back, they began building their nests.

They always went to their day's work with singing.

"This is a beautiful world," chirruped Bluebird.

"Soon it will be a ripe-red cherry world," laughed a wee fruit fairy.

"Cher-ra-ree! Cher-ree!" piped Robin.

"'Tsweet here! Sweet! Sweet! Sweet!" sang the bird chorus.

Then the little children, who could not remember

NATURE STUDY FOR MARCH.

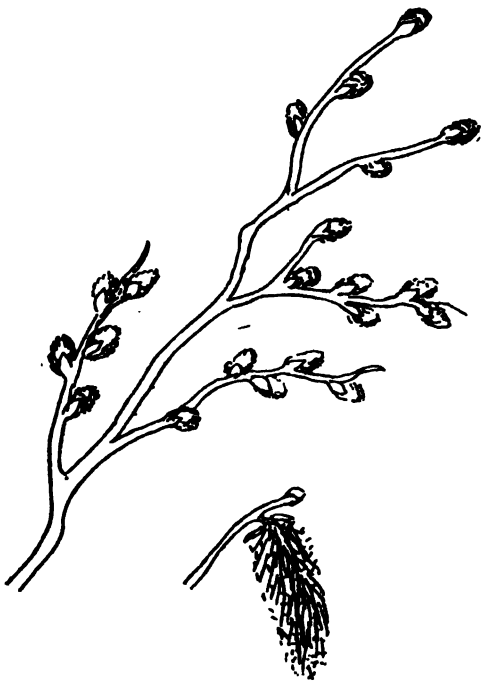
BY A. C. BOYDEN,
Bridgewater Normal School.

HOW THE TREES GROW.

AS a preparation for this work it is well for the teacher to read some chapters on spring life by Burroughs or in Gibson's "Sharp Eyes," in order to catch the spirit of nature study in its freshness. As a botanical preparation the study of the chapters on buds in Bergen's "Elements of Botany" or Newell's "Outline Lessons in Botany," part I., will be particularly helpful.

FIRST YEAR BUDS.

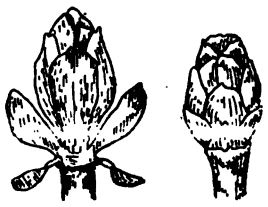
1. Begin by leading the children to recognize some of the common trees by means of the twigs which they bring in—the willow with its pussies, the horse-



THE WILLOW.

chestnut with is large sticky buds, the cherry with its clusters of rounded buds, the elm with its large flower buds and small leaf buds, the red maple with its red stem and clusters of buds. A few words in conversational form as the twigs are brought in will lead the children to express their general observations and feelings, as well as give the teacher the chance to make the right beginning in this series of spring exercises. These twigs can be trimmed and placed in separate bottles of water, with the names printed and attached. By changing the water and renewing the cutting of the ends of the stems the growth takes place more rapidly. This may be explained to the children in a simple manner. Some twigs may be placed in the sunlight, others in the dark, to notice any difference in the growth. These twig exercises should help in the recognition of the trees of the school yard or of those seen from the windows.

2. The means of protection in the different buds. The close wrapping of scales is found in all, and in



most cases it will take considerable picking with a pin to separate them, so closely are they bound around the outside. Why should this be so? Why do the buds need this covering? In the willow a hard, brown scale covers each little cluster of flowers, and both scale and cluster are set safely on a small shelf on the stem. If we examine these scales, we find they are very smooth on the inside, and are curved into a cup to hold the soft, white "pussies." The downy, white hairs that give the name "pussy" to the flower cluster are meant to keep the flowers warm during the winter. Some buds will be found with a sticky substance on the outside, to keep out the water that might get in and freeze, and the buds on the evergreen trees are covered with pitch to keep out the water. This should be conducted as conversational exercises, in which the natural thoughts of the children are expressed and used. The teacher serves as a guide in directing the thoughts into useful lines. By seeing the facts of protection in many specimens, the thought is impressed. The teacher may place artistic sketches of different twigs on the board with their names. This helps teach the beauty of form, and some of the children of this grade may begin their own sketches of twigs.

3. The changes in the buds as they grow in the water. Each day look carefully for any signs of change and carefully report it—the opening of the scales, the first appearance of the green leaves, the first tinge of yellow willow flowers in the pussy, the wool wrapped around the folded green leaves to keep them warm, the unfolding leaves or flowers as the different parts become distinctly visible, the growing branches, new leaves appearing, falling of scales, etc. Naturally, comparisons will be made as the different twigs grow,—some grow faster than others, the scales open in different ways, the leaves are not folded in the same manner, and the formation of flower clusters is very different. All of these things intensify the interest of the children in watching the wonderful phenomena of growth. Sketches of unfolding twigs make beautiful blackboard decorations.

Encourage watching for similar changes in the trees out of doors, let them report or bring in specimens as fast as the changes appear. The thoughts of the warm sun and flowing sap as a promise of spring, of the whole plant awakening to new life after the winter rest, of the roots at work gathering water from the soil, of the stems carrying it to the different parts of the tree where it is needed—all impress the nature side of plant growth. Other signs of spring life are carefully watched, and on warm days many such are apparent, even the birds and insects.

Language. In this year it is largely oral, and it is used as the expression of the child's instinctive thoughts of what he sees about him in nature. It is natural for the child to think of the Divine Hand pre-

paring the world anew for its spring and summer growth. The spontaneous child view of nature is to be encouraged, and the foundation is to be laid this year for the nature study of his life. Many of the ideas and words can be woven into the early reading or copying sentences, and some teachers have hectographed a series of simple sentences derived from the observation exercises. The earliest reading books and charts may have material that naturally fits the work, but the fundamental object of the work is to bring the children into hearty sympathy with the ways of nature. It is a helpful thing to read to them appropriate poetic selections, so that they may feel the meaning through the beautiful form of expression. Good pictures may be used to cultivate the same feeling, and the child's own sketches have the same purpose in mind, especially if they are colored.

SECOND YEAR—GROWTH OF TWIGS.

Continue the recognition of common trees by means of their twigs, as suggested in the first year. Lists of those brought in may be placed on the board and the date of the first sign of opening buds on each tree. Children of this grade can begin regular sketching of their twigs to show the position, number, and size of the buds. Beneath the sketch can be written simple descriptive sentences.

The special work of this grade may be to watch the changes in the buds, as showing the way in which the twig grows. The willow will be the first twig in which this life history can be traced—the flower cluster grows larger, the brown scale is slowly pushed off, till it drops, and out from the soft, white hairs are seen the flower parts. When fully open one stem will have large, yellow clusters, from which the yellow pollen is scattered. By looking closely, the short stamens can be seen, each with its two boxes of pollen. On another stem will be found clusters of green flowers, with many little pointed parts, which are pistils. These specimens will illustrate the two essential parts of a flower, stamens with pollen, and pistils, but on different trees. ["Ten New England Blossoms," Weed; Houghton, Mifflin, & Co.] A few words about the bees carrying the pollen from one flower with stamens to another with pistils will help children to the simplest truth about flowers, and lead them to watch for bees on the warm days.

The alder is another early twig easy to grow in water in the schoolroom. The long tassels are made of flowers with stamens as shown by the yellow pollen, which is easily blown about the room. Back on the same stem will be found cone-like bunches, which are made of little scales. These are flowers with pistils, and the scales open to let in the pollen blown by the wind. This also illustrates the essentials of a flower, but both kinds are on the same tree. From some flower on the plants in the schoolroom,the children can find stamens and pistils in the same flower.

Leaf buds will be the next to watch, and as each change is seen it is reported and becomes the basis of a conversational exercise. At first the buds are tightly covered by the brown scales, so closely bound that it is not easy to count the scales. Often a smooth or sticky substance covers these scales. Why should the bud be so securely covered? At the next stage the scales have begun to loosen, their number can more easily be counted, the covering is even more sticky than before. What is making the bud open? A little later the scales spread, their shape can now be seen, and it is plain that these scales are really small brown leaves that have a special work to do. The green leaves inside the bud begin to show. How are these new leaves packed in the bud? As the new leaves expand the scales bend back and are ready to fall off, because they have finished their work for the bud. Now these scales can be picked off and arranged in order on the paper for further observation. By this time it is possible to see how the leaves are folded in the bud. Why should they be folded so carefully? As the leaves grow the new branches appear, which hold leaves on flower clusters, new leaves appear on the sides of this stem, and it is not long before the stem attains its length as a new branch to the tree. Thus the work of the buds is to make new branches. What have the buds needed for this growth? The warm sunlight or the warm room started the sap in the twig, and the water was drawn up to help in the work, all the rest was ready and waiting in the bud. When did the tree get the buds ready?

Language. As in the first year, the great stress is laid on the oral expression of the observations and thoughts. The new vocabulary is taught, and from this many descriptive sentences are written. Poetical selections are copied after a simple talk which will impress the beautiful thought. Sketches of twigs are made to accompany the written sentences, and coloring is one of the best forms of expression.

THIRD YEAR—LIFE HISTORY OF THE BUDS.

As in the previous years, recognition of the different trees by their twigs precedes the detailed study, but a longer list can be made than before. A more thorough study of a few twigs is suggested for this year; e, g., elm, hickory, maple, or cherry. (1) The arrangement of the buds on a twig is first noticed as a basis for a sketch—the terminal bud, its size and shape; the buds along the sides, their size, shape, number, alternate or opposite arrangement, and the spiral order. The thoughts of protection are reviewed as taught in the previous years, also the work of preparation of the buds during the warm season. A sketch showing the facts observed follows, and a simple description of the twig may be written from questions or directly from the vocabulary.

(2) The steps in the opening of the buds are carefully watched, and a comparison made of the time required for each kind to open, also the difference between the opening of leaf and flower buds is noted. A simple record in the form of a calendar leads to exact time observation. As the bud scales spread they

can be studied—their shape, the outside and inside surface, their number, the colors, the spiral order of arrangement, also their arrangement according to size, and their resemblance to leaves. All of these facts are of value as illustrating the protective function of the buds. The scales can be picked off and mounted in order to show more clearly some of these points. A written paper is prepared in answer to a series of questions. Another twig is then taken as a means of comparison with the first one. While the same general plan appears, there will be many incidental differences.

(3) As the leaves expand on the twigs, the arrangement of the leaves in the buds is noticed, their plan of folding so as to pack a large number in the smallest space in each bud. In some the arrangement of the woolly substance is clearly seen as an added means of protection and careful packing. The work of the terminal bud now becomes plain; namely, that of lengthening the stem itself, and thus each year it grows a little. All the growth for the year is packed in these buds, and all over the tree this lengthening of the stems takes place. The buds on the sides of the stems grow new branches with the leaves on them, and thus the tree spreads out more and more each year. Also from these buds flowers grow which will form the fruit with the seeds for new trees. The steps in the opening of the flowers are watched and described in the same manner as in the leaf buds. Next summer the tree will be at work preparing new terminal buds and new buds at the axils of the leaves. The result of this work should be an added interest in watching the trees take on their spring foliage and flowers. Sketches can be made of twigs which show the plan of branching for two or three years to impress the thoughts already gained. Poetic selections regarding the trees and any phase of early spring life are appropriate for memory gems and copying exercises in connection with their other written expression. A summary of the life history of the buds in story form might be a fitting close for this series of lessons.

FOURTH YEAR—KINDS OF BUDS.

Continued recognition of the common trees by means of their buds. A list, with dates, of the trees



THE HORSE-CHESTNUT.

in the order of their leaving out or of the appearance of their flowers. Notice the trees in which the flowers precede the leaves, and vice versa.

(1) A careful study of one twig, horsechestnut, will serve as the best introduction. The children should take the twigs and without detailed guidance tell all they can see about some point suggested. Scars—1. The leaf scars, their shape, position, number, arrangement, dots, position of buds with reference to them, etc. What do they show? 4. Dots on the bark of the number of sets on different branches, the distance apart, etc. What do they mean? 3. The scars at the fork of the branches, shape, number on the twig, size, etc. What do they show? 4 Dots on the bark of the twig, position, size, number, meaning. After the children have seen all they can alone, then the teacher guides to any other important points. Any question that cannot be answered should wait until the twigs expand and answer for us. Buds— the two kinds according to their position, terminal and axillary; the number and size of each; the arrangement of the axillary buds, the number of buds wanting, any very small buds; the covering of the buds, the arrangement of the scales; the arrangement of the branches as compared with that of the buds. Structure of the buds as shown in their growth. These twigs grow well in bottles of water, and as one stage of growth follows another, the parts can be carefully observed. Scales—their lapping one over the other, their relative size, their spiral order, the resemblance to leaves, the rings of scales, the difference between the outside and inside, the wrapping around the leaves. Leaves—the manner of folding within the bud, the way of unfolding, the strong and weak buds with the order of their opening,— the lengthening of the stem as the leaf unfolds, Flowers—from some of the larger buds will be seen the flower cluster starting, and from the first the form of the cluster can be determined, thus showing that it is already formed in the bud. As it expands the branches will be noticed growing on its two sides, thus accounting for the scar noticed at the forking of the branches.

Sketches can be made of the twig, of the scales as picked apart and arranged, and of the opening buds on the twig. Written exercises should follow the observation and drawing, and be made according to definite headings. Newell's Outline Lessons is especially helpful to teachers.

(2) The potato is another stem with buds which should be studied. In the spring the buds have sprouted sufficiently to prove that the potato is a kind of stem (tuber) and not a root. This gives a good opportunity to bring out the difference between a stem and a root. The potato should be drawn to show the position of the buds and scales on its surface. The growth of the sprouts in the sunlight and in the dark shows the effect of light on the color and size of the stem. The growth under ground in a flower pot will show other differences. The gradual shriveling of the potato as the sprouts grow shows that it was the storehouse of food for the buds and thus for the new

plant. If a dahlia root is available, it will illustrate a root which stores food for the next year's growth, but it has no buds on the thickened root portion. A sweet potato will also serve the same purpose.

(3) An onion and flower bulbs growing in the schoolroom will illustrate other forms of stems which have stored food for their buds to use. As the spring advances the underground stems of grass or ferns will show another plan of growth from buds. The unrolling and expansion of the fern leaves is particularly beautiful. At the close of the lessons a simple summary should be made of the kinds of buds studied, with illustrations of each—buds on twigs, buds on tubers, buds on bulbs, buds on underground stems, etc. The adaptation of each kind to the plant will be plain. Thus nature's variety of ways of accomplishing the same purpose will be manifest.

MISS MERRY'S FRIDAYS.

BY JEAN HALIFAX.

THE CURIO CLUB ROUND TABLE.—(I.)

THE Curio club you have met before. And why did they have a round table? Well, they were reading just then about King Arthur and his knights. They had committed to memory portions of Lowell's "Vision of Sir Launfal," and looked up all they could find concerning the Holy Grail. Tennyson's "Idylls of the King" came next; and all were enthusiastic over Arthur's round-table knights.

Miss Merry had gathered much material in regard to castles, moats, costumes of knights, etc.; all the stories of the days of chivalry; stories of dungeons, knightly crusades, battles, tournaments, and castle life; and best of all, the stories of the brave knights themselves. Those hours over the pictures and stories and the "talks" about them made the Science Hillites ready to take on themselves the vows of those heroes of old—to be each of them a knight

"Who reverenced his conscience as his king;
Whose glory was redressing human wrong;
Who spake no slander, no, nor listened to it;
But wore ever
The white flower of a blameless life."

But we must tell you how the circle round the table grew so fast. The special feature of the round table was its correspondence, and you will see how much it did for the Science hill school.

When the classes began the reading of the "Idylls of the King," Miss Merry wrote to the teacher in an Indian school in which she was interested, and asked for a letter from those little Dakota Indians, and if possible a picture or two of the school and the settlement. The teacher promptly responded, with the pictures asked for, several nicely written letters from her Indian pupils, and some Indian "relics."

When the first regular Friday meeting of the club came, the pupils were surprised and delighted to see the mysterious curtain drawn aside, revealing the big bow and arrow attached to the wall behind, a model of an Indian battle-ax, and, on the table itself, a tiny collection of genuine curiosities, in the shape of birch-bark canoes, necklaces, moccasins, and Indian pictures.

Miss Merry told them about the country around the settlement, how the school began, and of its trials and triumphs since the beginning. Then she showed the pictures of the children, and described their home as well as their school-life. And afterwards the letters were read.

All were surprised to find, as Sam put it, "how human those Indians' letters were—just exactly like Will's or Timmy's letters, I declare!"

"And the writers of these letters, you'll find, are very much like you boys and girls here, even if the color of their cheeks happens to be darker than yours.

"And these are some of the wilder specimens, too. Next week we'll visit some boys and girls so much more like you, that were the two schools set side by side, I believe you'd have quite a time telling which was the New England and which the Indian school!

"You will see their pictures next Friday," said Miss Merry, "and I think that you will be surprised. Three weeks ago I wrote to a friend in the Cherokee nation, asking for letters from her scholars—I already had a photo of the school in which she teaches. They will be in good time for next Friday's meeting."

Then a list of subjects was given out for the scholars to prepare themselves upon, for "talks," stories, compositions, etc., during the week. Each chose the special topic he preferred, and illustrated his work with maps, photos, etc., on the blackboard, or on large manila charts. Whenever the work was good enough to preserve, the illustration was copied with the aid of the school pantograph on the manila, for future use and reference.

The illustrations helped to make the club meetings more interesting to the members themselves, and were greatly enjoyed by the parents and friends, who were often attracted schoolward on Friday afternoons by the pleasant and instructive round-table gatherings.

Here is a sample of their programmes the week they heard from the Cherokee school:—

I. The geography of the Indian territory (including the locating of the various nations, and description of the towns).

II. My ranch. [A graphic story, indeed, Sam made of his (supposed) life, during one busy day, on a cattle ranch way down in the nation. Such an exciting adventure as he (pretended to have) had at the big "round-up!"]

III. The story of the Cherokees. [Condensed, by Will, from Helen Hunt Jackson's "Century of Dishonor." John Blank told it so well that Trustee Jones said he had learned more from that "talk" than from any history that he had happened upon.]

IV. Among the Ownolufta Hills. [Mary Morton, by the aid of a magazine article in an old Harper's, made a flying trip to the remnant of the Cherokees in western North Carolina She found there about 1,500 Cherokees, among the mountains and down the ravines, where for more than 500 years their people have lived, and where their warriors were buried centuries ago. Mary described one grave where, beneath its heap of stones, 600 warriors of long-ago days were peacefully sleeping. Her audience

visited with her the little church round which the grass was grown knee-deep, though the poor people in the little huts begged for "teachers and schools"—never for money. And Mary's listeners determined that they would do something at once toward helping such neglected but deserving people as those lonely mountain Indians.]

V. Marching from Georgia. [When the government took away the lands and homes of the Cherokees, and 16,000 men, women, and children left behind their burning homes, for the dreary journey to the strange, new country beyond the Mississippi, Annie told of the hardships of that enforced journey, and how a quarter of that whole number died on the way, and every Science Hillite wished he was in Washington that very minute, that he might see that no more wrongs should be done to the Indians in his day, at any rate.]

VI. Guess and his Alphabet. [Joe had this subject, and he illustrated it on the blackboard. The Primers thought the little Cherokees of the old days must have been wonderfully wise little people, as they gazed at those queer Cherokee words, though Joe told them that the little Indian children of that nation read English as easily as the Science Hill little folks, and probably knew about as much of Cherokee as did they! For they were a civilized nation, those Cherokee people in the Indian territory, and had nice schools, Joe told them.]

The next thing on the programme was:—

VIII. A Cherokee song by two of the girls. That was vigorously applauded by scholars and visitors.

VIII. Indian Schools.

IX. How I staked a claim in the Cherokee Strip. [That was given by one of the boys, from a story Miss Merry had given him. It was a racy account of a "staking," and it really sounded as if the teller of the story had been there, in reality!]

X. The Cherokee Government. [One of the boys, "supposed" to be the chief, on a visit from the nation, explained his method of government briefly, but plainly.]

After this came the best of all, the letters from the Cherokee boys and girls, the photos of their school, etc. And then the Cherokee day of the round table closed.

So you have a glimpse of what the round table did. You see how they were kept in touch with many schools in many lands, and how fast their world widened, as the circle grew. For the Cherokee teacher gave them the address of her friend in India, and the teacher in India introduced the table to her friends in Turkey. And by and by the club had circled the world.

The visitors, parents, and friends were so attracted by the programmes that they didn't want to miss those Fridays any more than the children did.

And how did the Science hill school repay the teacher down in the territory for her part in the work? Well, as Kipling would say, that's another story! And so long that it must wait till next time!

Superintendent Skinner: Make your schoolrooms bright and attractive. Think how many hours your pupils must spend in these rooms. Take plants in the schoolroom, and place on the walls pictures of the great men and statesmen of this country—whose deeds and lives are an inspiration.

The Supplement for this month furnishes illustrations of farmyard and other domestic fowls.

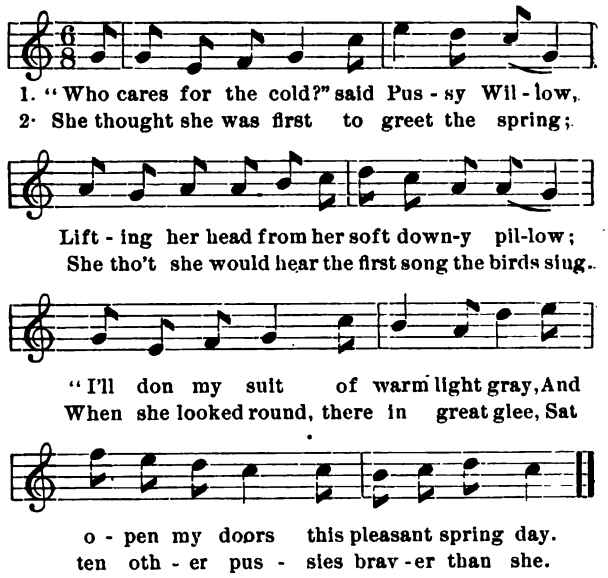
THE PUSSY WILLOWS.

BY HELEN DEANE.

TEACH the little ones to carefully observe the signs of spring. They will easily learn to know the wild flowers, call them by name and love their faces.

Reserve a little space somewhere upon the blackboards for sketches of such flowers as are brought in. Write the name of the flower brought, the date, where found, and by whom. Read them stories of the flowers, flower myths, and the little fables.

PUSSY WILLOW'S SONG.



THE PUSSY WILLOW'S STORY.

Am I not brave to come out on these cold days?

I am not cold, for my spring suit is of warm gray fur.

It is very soft and silky. I have worn gray so long now that I prefer it to brighter colors.

When I am older I trim it with pale yellow.

My house is very cosey and warm.

It is of a reddish brown color.

The houses of my family are built near brooks and swamps.

That is so we can drink the water near by. We are all fond of water.

The children often come to see me.

Sometimes they take me to school.

There I hear them talking about me and my brothers and sisters.

They look at us all through a glass.

It has a queer long name.

It is called a microscope.

They look through this and see the pollen, the two stamens, and the pistil.

These are queer names, too.

I am one of the children's earliest spring visitors.

My neighbors are the birches, alders, and early maples.

Sometimes a violet and spring-beauty come to live in my neighborhood.

I like them very much.

I am much taller than they are, and we cannot talk easily together.

I often fear they will freeze, for they have no furs to wear, as I have.

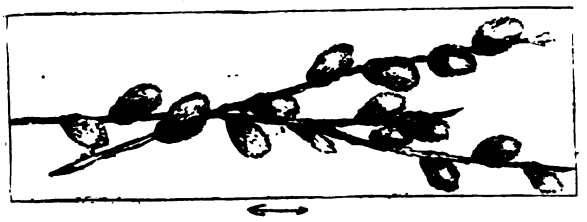
Long ago we were all taught to sit up straight. We would not like round shoulders.

We have other visitors besides the children.

There are little bees who live in the ground near us.

They are called Andrenidae.

They always come to visit us as soon as we unlock our



doors in spring.

I think they are very kind and brave.

They are kind because they do so many errands for us.

Some of us are busy making pollen, and these little bees take the pollen to those who have none.

We could not live without these little bees to do these errands for us.

They are brave because they are so tiny, and the big bumble-bee is still dozing away in some old stump. He would not dare venture out such cold days.

Then I have another visitor.

This visitor is very noisy.

He is called Mr. March Wind.

He swings me up and down and to and fro in a most alarming manner.

I like this, and I like him, too. He does many kind things for me.

He, too, helps the bees carry pollen.



If it were not for the bees and March wind we would all die.

This seems very strange, does it not? But it is true.

The birch and alders are relatives of mine.

Do you think they look like me?

Perhaps you have never seen them.

I should like to know what you think of all of us?

When we get older we are called catkins.

I am very busy.

I shall have a large family of pussies next year.

They will look just as I look this year.

I need the bees and March wind to help me, so do not kill the little bees, and learn to love the jolly March wind.

OBSERVATION WORK.

[Supply each child with a twig and catkins.]

Color of twig.

Covering of twigs.

Shape, size, and color of catkins.

Position of catkins on the twig.

Use of willow wood.

With a magnifying glass find the two stamens in some, the pistil in others and the pollen.

ORAL AND WRITTEN WORK.

Tell a story about a pussy-willow's house and spring dress.

Write a story about a pussy willow's visit to a child's home.

Tell a story about a pussy willow at school: what did the children think, do, and say?

Write an imaginary conversation between a pussy willow and a blue violet.

Tell a story about the bees and the willows.

Write a story about the March wind.

DRAWING.

Draw a twig with catkins.

Paint the catkins gray.

Sew a card of twigs with catkins.

STORIES FROM BRITISH HISTORY.

BY PAMELA MC ARTHUR COLE.

DANISH AND SAXON.

XII.

KANUTE left three sons, and divided his kingdoms among them.

One, named Sweyn, was to be king of Denmark; one, named Hardicanute, was to be king of England; but the other, Harold, thought it hard that he should be left without a kingdom of his own, and as Hardicanute was away in Denmark when their father died, Harold seized the royal treasures and said he would be king of England himself.

Godwin was the name of one of the most powerful of the English nobles. He had been a friend of Kanute and he would not stand by tamely, and see such behavior as this. He said Hardicanute should be king as his father had wished. Most of the other nobles agreed with him; at last, rather than have any more wars and fighting, it was decided to divide the kingdom and let each of the two brothers have a part. Queen Emma, with Godwin's assistance, was to govern Hardicanute's portion till his return, but he never came until after the death of Harold, when he became king of England.

Both these reigns were short, and it was well for the people that it was so. We read little of Harold, except that he was fond of hunting and was a famous runner. So swift was he that he was called Harold Harefoot.

Hardicanute drank a great deal; that was all he was famous for, and the day on which he died was long kept as a holiday, called Hoke-day.

Six years was the length of these two unhappy reigns, and the English now thought they should like a change. They wanted to see no more Danes on the throne, they would go back to the Saxons. So they invited Edward to become their king. He was one of the sons of Ethelred the Unready, and had spent most of his life in Normandy, and he preferred Norman fashions and Norman people to the Saxon. He

was not very young when he came to the throne, and he was not willing to give up his old habits.

He was a religious man, and spent much of his time in prayer and in study. He went to church a great deal and he built several fine churches, one of them on the spot where Westminster Abbey now stands. He was called a saint, and is known in history as Edward the Confessor.

After all, good as he was, Edward was not so useful a king as he ought to have been. He was far better than the racing king or the drinking king that had come before him, but he did not always attend to the affairs of his kingdom. He was gentle, but he was willing to let Godwin govern a good deal more than he should. At one time he sent him out of the country, but Godwin soon came back, and became as powerful as ever. His son, Harold, was a great favorite of the king, and was much beloved by the people.

XIII.

Edward had no children, and in his later days became anxious, thinking what would become of the kingdom when he left it. Edmund Ironside had left a son who had long lived in Hungary, and him King Edward invited to come to England and live, that he might be owned as the heir to the crown. He was glad to come, and with him came his wife and children. He too, was named Edward, but he had lived among people of so different manners and language from those of England, that he was not very well liked, and he was always called Edward the Stranger. Both he and his wife soon died, leaving three children, one a son named Edgar.

This child was a near relative, but King Edward did not wish to leave the throne to him. There were others whom he wanted. Among them was the Norman Duke William, and when he was making a visit to England Edward made his will, appointing William his successor. He also promised the kingdom to his favorite Harold, the son of Godwin. Whether he was forgetful or whether he changed his mind can never be known, but any rate it was a great pity, for here were two men both ready to take the throne the moment they could get it. Both were brave soldiers (and that was something of great importance in those days); perhaps either would govern well, but Harold was a Saxon, and the people of England wanted no more foreign kings.

At last, Harold on a voyage to Rouen, in France, was driven ashore by a storm and taken to the court of Normandy. Duke William received him kindly, but one trial was in store that he little expected.

William one day called together all his great nobles, and in their presence told Harold that he expected, himself, to be king of England after the death of King Edward. Then he asked Harold whether he would promise to help him when that time came.

It was a bitter trial for Harold. How could he promise to help another man to win the crown that he had so longed to have,—that he looked on, now, as almost his own? But then, how could he refuse? He was in the power of William, and if he refused what would become of him? His friends were far away, and his life would not be safe a moment in the country of an enemy.

"Yes," said Harold, "I promise."

"That is not enough," said William, "swear it!" and he pointed to a table on which lay a book containing the Four Gospels.

Harold laid his hand on the book and swore that he would do all in his power with men and with money to help William take possession of the English throne after King Edward's death.

Then, at a sign from William, some one lifted the book and took away a cloth which covered the table on which it had lain.

"Look!" said William, and behold! there underneath was a box in which were the bones of some saints. These were thought to be holy, "sacred relics," they were called. Harold turned pale. To the superstitious believers of that age his oath was doubly binding.

This was not long before Harold's return to England. Soon after, early in January, 1066, Saint Edward of England died.

INCIDENTAL LESSONS.

INCIDENTS arise in every school which the skillful teacher may turn to good advantage in inculcating a moral lesson. A child has lost his dinner; who will share theirs with him? Who will contribute to the cleanliness, the comfort, and the adornment of the schoolhouse? Who will refrain from injuring or soiling the schoolhouse in any way? Not a day or an hour passes without affording an opportunity for repressing actions that will give pain to others. The attendance at school of a deformed child, or one so differing from the others as to attract attention, may be made the occasion for deep and lasting moral impressions, and the school life of the unfortunate may be made so pleasant by the affectionate attitude of his school-mates as to compensate, to a large extent, for the privations which his unfortunate condition entails. A case of destitution in the neighborhood may occasion the voluntary offer of service which requires sacrifice of pleasure, time, and comfort; and when this is accomplished a great step is gained in the triumph of duty over selfishness.

Care must be taken by the teacher in all such cases that the good deed has a distinct recognition; and care must also be taken that the feeling excited, and the consequent benevolent action, shall be directed to cases of real distress; for misapplied benevolence and sacrifice always lead to evil results.—Johonnot's Principles and Practice of Teaching.

Boys and girls are very susceptible to praise. Small doses of this article can be safely administered with happy results by the teachers.



Good-by.

GOOD-BY, good-by, old Winter gray,
Your reign is fairly over!
We'll gladly change your snow and ice
For fresh green grass and clover!

Just for your comfort, Winter gray,
We hope you will remember
With how much joy we welcomed in
Your chilly, grim December!

But, ah! the green and radiant hills!
The meadows, freshly glowing!
The streams, imprisoned for so long,
So gayly, gladly flowing!

We mean to be polite to you,
And shake your hand at parting;
But dear old Winter, gray old Winter,
Don't delay your starting.

—Youth's Companion.

ARBOR DAY EXERCISE.

BY ELLA MARIE POWERS.

FACTS ABOUT ARBOR DAY.

[If desirable, each pupil may stand by his desk and recite a sentence.]

I. We cannot forget Arbor Day, for it means tree day.

II. We plant trees on Arbor Day.

III. We little children cannot plant large trees, but we can plant seeds.

IV. We sing about the flowers and trees on Arbor Day.

V. We speak pieces about the trees.

VI. We learn wonderful things about the trees.

VII. There are some trees in Europe that are over 500 years old.

VIII. We could have no fires if there were no trees. We get our coal and wood from trees.

IX. Many of our houses are made of trees.

X. Some people have nothing to eat but the fruit from trees.

XI. We know we could not live without trees.

XII. Trees keep the air pure, and we must have pure air to breathe.

XIII. After a rain-storm, the millions of leaves and roots hold the tiny drops a long time.

XIV. This prevents drouths and keeps the earth moist so plants can grow.

XV. It rains more in places where trees grow.

XVI. If it did not rain, there would be no springs.

XVII. If there were no springs, there would be no brooks, lakes, and rivers.

XVIII. Our earth would be like a hot dry desert without trees.

XIX. Trees eat and drink.

XX. Perhaps they feel pain when they are cut or their branches are broken.

XXI. We will cut down only the trees we need for use.

XXII. Trees are among the best friends we have.

XXIII. We all love the beautiful trees.

THE LITTLE SPRING BUD.

"O tell me if I may peep out to-day,"
Said a little spring bud just over the way.
"O, no!" said a tree. "Jack Frost is now here,
So quietly sleep while he is still near."

But this little bud peeped quietly out,
The wind was blowing the trees about.
But out he came and looked at the sun.
Said he, "I'm sure that springtime has come."

But little Jack Frost was traveling that day;
This little spring bud was right in his way,
And soon Jack Frost snipped off the nose
Of the little spring bud, as you may suppose.

Song.—"Spring Is Here."

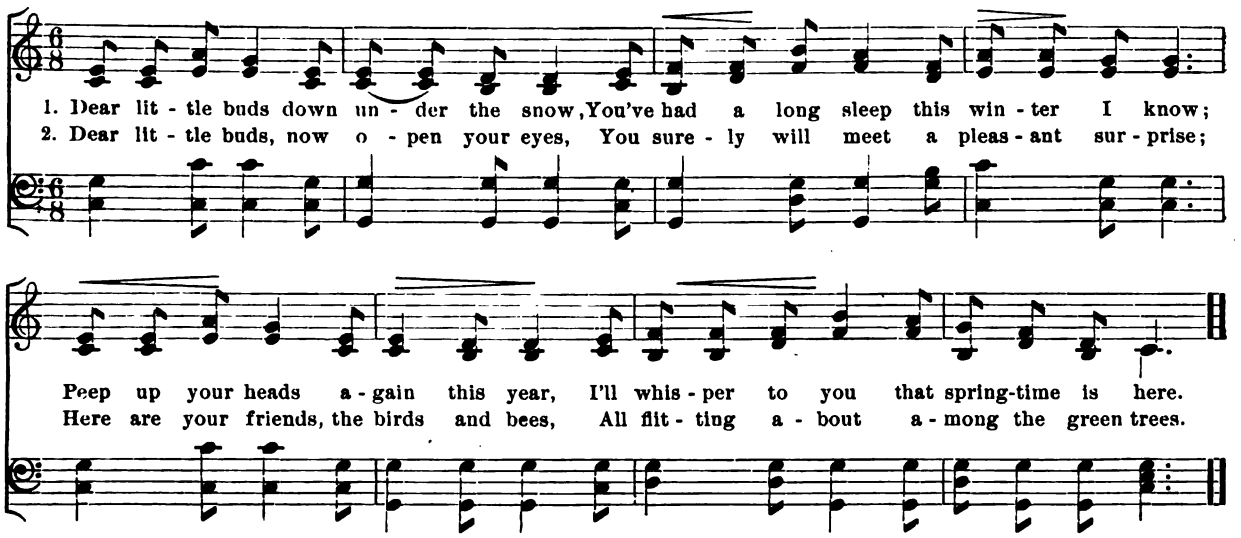
The One Dandelion.

BY KATE L. BROWN.

THE grass had just begun to grow
Beside the little river.
It still was March,—upon the bough,
All curling in a shiver,

SPRING IS HERE.

Words and Music by ELLA M. POWERS.



This song is to be sung by a few whom the teacher may select. Other pupils may represent the spring buds asleep (heads on desk) their heads all up at words: "Peep up your heads."

Three or four pupils may be chosen to represent the "birds and bees," and may dance lightly about the room. If trees be on the platform, bees and birds may flit in and out among them.

A row of catkins grumbling hung.
The pussy willow waited
(Half smothered in a furry coat)
For little Spring belated.

A moping bluebird tried to sing,
His throat was sore and choking.
"Is this," he cried, "the Poet's Spring?
I don't enjoy poor joking.
I'll hie me to that cedar bower,
Where Brother Red Head's drumming;
Another year I'll wiser be,
Nor hasten in my coming."

Some spiteful snowflakes sought the earth,
They nipped the trembling grasses,
Hepaticas drew close their hoods,
The little startled lasses;
But just beside the river's brink,
In green and yellow showing,
All smiling like a little sun,
One dandelion was growing.

"Oho! I'm not afraid of you,
You March breeze cold and nipping.
Come on, you little snowy flakes,
Too soon you'll all be dripping.
Old Sun, you hide your face to-day,
You'll never catch me pining,
I'll play that I am, too, a sun,
And do a little shining."

And so he cheered the gloomy hours,
The jolly little fellow.
He looked, indeed, a second sun,
He was so big and yellow;
He never stopped to groan or scold,
In spite of March wind blowing,
All praise the one brave dandelion,
The dearest flower growing.

Spring Is 'Most Here.

LITTLE FOLKS, little folks, springs is 'most here;
Soft winds are humming and bluebirds appear;
Yesterday Red-breast stood winking at me,
Pluming his wings in the old apple tree.

Streamlets go sparkling and singing along;
Sunshine is golden, and the days now are long.
Fairy folks dance on the branches of trees,
Waking the buds which are kissed by the breeze.

Violets whisper low under their hoods,
Some in the meadows and some in the woods;
Peeping through leaves and dried grasses to-day,
Catching all sunbeams that happen that way.

Then hurry up, little folks, spring is 'most here;
Busy we must be at this time of year;
Ground to get ready, seeds to put in;
Who'll be the first one a blossom to win?

—Mrs. M. J. Smith.

A March Song.

MARCH! Isn't this now the reason
That you are so restless a thing?
You don't feel at home with the winter,
You don't feel at home with the spring.

Their ways do not suit you exactly;
The seasons are not to your taste.
O, March! Isn't this now the reason
That you are in hurrying haste?

If you cannot content yourself, really,
If you cannot make friends with the snow,
Or wait till they come—the young flowers,
I think you would better just go.

—Selected.

Spring is Coming

SPRING is coming up the valleys, now the grasses hear her tread,
And the little sleeping rootlets nod each hidden, drowsy head.

Mother Nature's looms are weaving dresses fine of every hue,
For the daffodils the yellow, for the wind-flowers soft, pale blue.

All the pansy scouts are watching for the enemy's retreat;
With the sun and wind against him, how can winter help defeat?

—Ninette M. Lowater.

Advice to the Crocus.

MISS CROCUS, I know if I were you
I would not wake in the cold;
You shine so when bleak winds blow,
Shaking your bells of gold.

Now just keep down in your beds so brown,
Till Spring is really here,
And bees shall come with merry hum,
And frost you need not fear.

For I am sad when I should be glad
To see you all in a row,—
Purple, and white, and yellow bright,
You sweetest flowers I know.

Since cold, cold rain will come again,
Beating your tender heads,
Since Spring is late, please Crocus, wait
Snug in your little beds.

Then if you're wise, you'll ope your eyes
When blackbirds come to sing;
When grass, you know, begins to grow,
Then really comes the spring.

—Little Flower Folks.

March.

LITTLE month of March to his mother said one day,
"If I'll be a good boy, may I go out to play?"
"Yes, if you'll be gentle and sing a pretty song,
Keeping out of mischief, you may march along."

Mamma brought his mittens, overcoat and cap,
Wound a woolen muffler around the little chap.
March climbed on the housetop, meaning to be good;
Ate a big, long icicle, for simply cooling food.

A fellow must amuse himself—how, he didn't know.
Then March blew down the chimney as hard as he could blow!
What a puff of smoke came into the frying pan!
Pussy humped up her back and spat, and outdoors ran.

April in her cradle, tiniest baby girl,
Was truly lifted off the floor with a whisk and whirl.
Grandma's cap flew off her head, ashes strewed the floor;
Little month of March laughed till he could laugh no more.

Turned a dozen somersaults, piled the snow like sheaves,
Dashed a row of icicles off the cottage eaves.
Little month of March had his frolic—Oh, but pray,
If asked about the mischief, what will he have to say?

* What Teachers Say. *

IS DISCOURAGEMENT WHOLLY AN EVIL?

IN "Talks with Teachers" in the October number "O. D. I." asks if there is any help for the "blues." While agreeing in the main with the reply given, I think there may be another side which deserves careful consideration. I am convinced that every faithful teacher will encounter hours of discouragement. I believe she is superficial if she does not.

If I may be pardoned the seeming egotism, I will draw upon my own experience, as well as upon my observation of others, in presenting a second view of this case.

The very fact that "O. D. I." asks help in overcoming what she terms the "blues" leads me to surmise that the condition has not become chronic. If it has, my remarks will be as unavailing as a doctor's remedies upon disease which is beyond the power of medicine.

If the cause of discouragement lies with ill health, I emphatically indorse the answer already received by the correspondent, that the case is one for the physician.

As to inherited melancholy, I happily escaped any serious tendencies in that direction. I may, therefore, consider myself alone the cause of all the "blues" in which I have indulged. In the light of the experiences of the average teacher, blessed with a fairly good constitution, no strong predisposition to melancholy, and cheerful home surroundings, let us consider some of the advantages of discouragement.

In any school there may be found pupils who are lacking in moral education. These children are the sources of the thoughtful teacher's greatest concern. It is for them that she lies awake nights endeavoring to devise some method of reaching their better natures. For a few days, perhaps, she imagines that she has gained a little lasting influence over one of these seemingly incorrigible young persons, when suddenly the old traits appear.

That pupil, no matter how tender in years, has well mastered the art of causing discouragement. But does this trial avail nothing to the teacher? If she be a woman of high motives, she is going to think about her troubles just long enough to strengthen her determination to redouble her efforts. She will try to decide whether she has previously adopted the method to exactly fit that case. Probably she has not, and, very likely, she emerges from her despondency with some new inspiration.

I once made the acquaintance of a young teacher who apparently found very few thorns along the path of her school life. Glaring evils in her schoolroom stared her in the face, but she never saw them. An exceptional tranquillity held possession of her mind. Undisciplined children might remain as she found them, so far as it concerned her to any great degree. She still wore a placid, self-satisfied smile. I firmly believe that a little wholesome tonic of discouragement would have stimulated and invigorated the whole moral system of her school.

Before denouncing all forms of discouragement in teachers, let us look outside the teaching ranks for a parallel. Is any skillful, conscientious surgeon exempt from mental distress when he sees a patient sinking under the effects of what he had hoped would be the means of saving life? Call it anxiety on his part if you choose, but it may not be unmingled with the oft-recurring thought, "Perhaps if I had taken just a little different course, the result might have been better." To my mind such contemplation is closely akin to discouragement. If the surgeon who can plainly forsee the final results in a few days or weeks must contend with this feeling, what must it naturally be to the teacher who, in healing minds, not bodies, perhaps will never see the real good that must spring from faithful practice?

Now comes the question, If human nature must occasionally suffer discouragement, which shall gain the mastery, ourselves or it? Ourselves, by all means. There is danger that we may be filling our orchards with persimmons, forgetting that peaches would yield a far more valuable crop. Truly, the schoolroom is no place for the "blues." But with an energetic teacher, who puts her liveliest interest into her work, there is no time in school to encourage such attacks. If there are idle moments in which this disease can creep in, there must be a surplus of time on the hands of the school. If the directors and supervisors have not planned enough material to fill every moment of the day full to overflowing, do so yourself. No careful reader of enterprising school journals can fail to find suggestions more than sufficient to supplement the course of study mapped out.

With school hours filled, therefore, the only opportunity left for "moping melancholy" to put in an appearance is after the doors have closed upon the last pupil. What is then to be done with so unwelcome a visitor? I have attempted to show that this spectral guest insists on knocking for admittance into many of the most cheerful souls; and that, if by nature or lack of mental cultivation, one has a slight predisposition to superficiality, the discomfort it induces may act as a wholesome stimulant, but beyond the point where trial becomes a blessing, the spectre should not be permitted to show its ugly face. Methinks I hear a chorus of voices cry, "Give us a potion that will silence even a ghost." I will give you a draught the ingredients of which you must mix in proportions to suit yourselves, but do not fear to take it in large doses. Its purpose is to cure, not kill. Here is the prescription:—

When school hours are over, do all that you can with profit in completing the day's work and preparing for the next, then let the anxieties of to-morrow take care of themselves. "Never cross a bridge before you reach it," and certainly stop recrossing yesterday's. Learn to do home duties willingly and cheerfully, even though they may be distasteful. Without excess, improve the social side of your natures. Although much advantage will arise from talks with other teachers, do not overdo the matter. Choose intimate friends from other professions, so that you will be compelled to think and converse on other topics which will be of mutual interest. Read much of the best literature, with a good sprinkling of standard stories. Take plenty of exercise and plenty of sleep. Improve your sense of true humor. A hearty laugh before bedtime is a most effectual sleeping potion.

These six ingredients are highly recommended as constituting a powerful remedy for the disease in question. Like all other valuable medicines, it must be used faithfully, but, unlike others, it is not to be relegated to the medicine shelves when it is thought that a cure has been effected. The longer it is taken, the better are the results.

J. C.

Ida Fesenbeck, Rock Rapids, Iowa: The woman teacher needs nothing that she may not possess, or which she is not in a fair way to acquire. Are not women paid as well for teaching as for other work? . . . The patience with which she bears the complaints of parents, the fortitude with which she endures the criticisms of her superiors, the silence with which she hears that her resignation is desirable, the cheerfulness with which she seeks a new field, and the hopefulness with which she again enters upon her work, combined with the most conscientious effort on her part to do well what is required of her, to perform skillfully the duties assigned her, all are marks which indicate how thoroughly she is equipped for her work — *Iowa Normal Monthly.*

Books.

THE REPUBLIC OF CHILDHOOD. Kindergarten Principles and Practice. By Kate Douglas Wiggin and Nora Archibald Smith. Boston and New York: Houghton, Mifflin, & Co. 205 pp. Price, $1.00.

The fact that woman is the natural educator of the race is now more than ever recognized. She must have entire control of infancy and early childhood, and she is now called upon by a large majority to carry on the process of education in our public schools and higher institutions of learning. Her ability and special adaptation for this work cannot be questioned, hence the necessity for her preparation for this work. Especially, there is a demand for training for the kindergartner as never before. The public mind is alive to the importance of this work. Many of our ablest educators are devoting much attention to the study of child life, and are urging the fact that kindergarten is in truth a school of life for women, and that all should gain a knowledge of the subject. Dr. Harris says, "A young woman will find so much culture of thought to be derived from the discussion of Froebel's insights and theories . . . experience that will prove invaluable to her as a wife and mother, that she will serve her apprenticeship in the kindergarten gladly, though it is no part of her intention to follow teaching as a profession." "The Republic of Childhood," under review, is admirably adapted to interest and profit the teacher, and general readers, as well, who desire to be informed upon the subject. Kindergarten principles and practice are here clearly set forth in an attractive style. Print, paper, binding, and convenience of form all conspire to increase the value of this book.

SHORT STORIES OF OUR SHY NEIGHBORS. By Mrs. M. A. B. Kelly. New York: American Book Company. 214 pp. Price, 50 cents.

These stories are facts of the most interesting kind, especially for school children, and of great value in the process of early education. They reveal the life and habits of the birds, beasts, and insects with which childhood is familiar. They tell of the robin and sparrow that hop upon the window-sill, and build their nests upon the shade trees on the lawn; of the mouse that squeaks in the wall, and of the butterfly that feeds upon the flower garden. Children thus instructed become interested in all that nature has to show them in riper years. This instruction begins with the child at home, and prepares him to pursue the study of zoology in far-off lands, in describing the ape, the elephant, the ostrich, and the boa-constrictor. In studying the life of vegetation, as presented in this volume, the child learns that there are, at least, ten harmful insects feeding upon every plant, and he learns also the origin and habits of these swift destroyers of plant life. This book is the latest of the "Eclectic School Readings," and is admirably adapted to its purpose. The style is delightful, both for children and adults. The illustrations are artistic, attractive, and accurate. In a word, we here have the fortunate combination of science with the fascination of a story-book.

THE DWARF'S TAILOR, AND OTHER FAIRY TALES. Collected by Loe Dana Underhill. New York: Harper & Brothers. Twenty-two stories. Price, $1.70.

This is a collection of fairy tales of great variety and interest for young readers. The compiler has given a typical folk tale from the literature of each country represented, and has added the best of the examples of the work of those who have written fairy stories. Twelve full-page illustrations add much to the interest of the book.

THE RIVERSIDE PRIMER AND READER. Riverside Literature Series. Boston: Houghton, Mifflin, & Co. Cloth. 205 pp. Price, 30 cents.

The "Riverside Primer and Reader" is a literary treat. Horace E. Scudder's introduction is a rare bit of pedagogy applied to the teaching of reading. It is amusing, however, to see him commending I. Freeman Hall's "The

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SHELDON'S NEW SYSTEM OF VERTICAL WRITING. Manual for Teachers. New York: Sheldon & Co. Cloth. 52 pp. Price, 75 cents. Elementary course, Nos. 1, 2, 3, 4, price, 72 cents a dozen. Grammar course, Nos. 5, 6, 7, 8, 9, 10, price, 96 cents a dozen.

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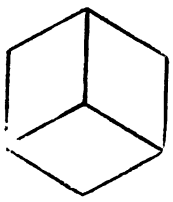
DRAWING.

1. (a) Name two hues found in the spectrum of eighteen colors, adjacent to a warm color. (b) Name the color complementary to orange.

2. Draw a circle two inches in diameter, and bisect the upper right quadrant.

3. Sketch to represent a cylinder resting on its side, directly in front and below the eye, one base facing the observer. Dimensions of the drawing to be one inch by one and one-half inches.

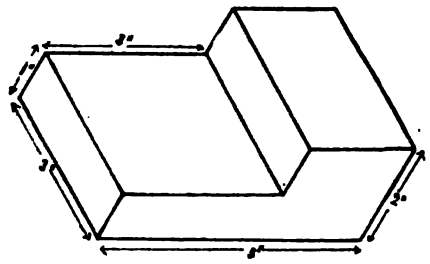
4. The cube here given is drawn in isometric projection. Sketch to represent the same in perspective.



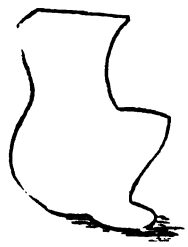
5. (a) What is a plinth? (b) What is a linear drawing?

6. Draw a circle, diameter two inches; modify to represent the face of an ordinary watch. Use compasses.

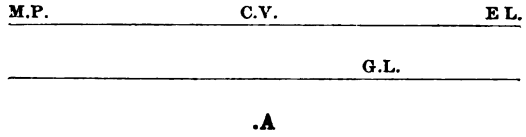
7. Make a working drawing of the block indicated in the outline.



8. Copy outline given and modify to represent a water pitcher and glass.



9. (a) Copy diagram given and place the point A in mechanical perspective.



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(b) Give in order the four steps used in placing a point in perspective.

10. Copy sketch in masses; i. e., in blocks of light and shade only.



METHODS AND SCHOOL ECONOMY.

1. In order of time, which should take the precedence, drill in rapid and accurate numerical computation, or drill in analysis? Give reason for your answer.

2. What special line of drill is desirable preparatory to teaching percentage? Give reason for your answer.

3. Mention two distinct ways in which the geography work may be used in the language class.

4. Why should a recitation in history not be conducted solely by asking questions? Indicate a better way of getting at the facts of the lesson.

5. As soon as a child has acquired the power to make a fairly good drawing of a type solid, what should be the next step in order to have him appreciate the value of the study of type solids as a basis for drawing?

6. Draw a diagram to illustrate to the pupil the reason why there is low temperature in the northern hemisphere during the winter months.

7. How should children be taught to count? Illustrate.

CURRENT TOPICS.

1. State the substance of two subjects discussed by President Cleveland in his last message to congress.

2. What agreement has been reached by Great Britain and the United States relative to the Venezuela question?

3. (a) What Cuban general is reported to have been recently killed? (b) Why is his death regarded a great loss to the insurgents?

4. (a) Who has been chosen speaker of the assembly? (b) In what city does he reside?

5. What is meant by the expression, "Coercing the Sultan," as frequently used in the newspapers?

6. Where besides in Cuba is Spain having serious trouble with insurgents?

7. What prerogative has Secretary Carlisle recently asserted to belong exclusively to the president?

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Boys play marbles to-day just as they did in Rome 2,000 years ago. The Roman Emperor Augustus enjoyed marbles, too, when he was a boy. The histories tells us how he spent many hours in "rolling nuts" with little Moorish boys. As at that time smooth, round pebbles, nuts, and bits of wood whittled to the shape of the ball were the only marbles known. Later, the potters of France and Switzerland made real clay marbles, some of which remain to this day.

More than 400 years ago marbles was a popular game in England. It was called nine holes. In 1780 a strict law was passed forbidding many kinds of games, but by some mistake nine holes was left out, and so everybody went to playing that game. The people called it "bubble the justice" and "bubble puppy," because the justices could not fine a person who was caught playing it.

You'll be interested to know how it was played, for you might get up a game now to play with your friends and find it quite as fascinating as any kind of marbles.

Nine holes, arranged in three rows, were made in a square board and numbered from one to nine. The board thus prepared was laid on the ground and surrounded with earth, so that the marbles would easily roll upon it. Then each player stood at a line five or six feet from the board and shot his marbles upon it. If the first rolled into the seventh hole, he counted seven, and so on, and if he missed all the holes, he got nothing. The player who had the most at the end of ten or twenty shots won the game. This game the old-fashioned boys found very interesting. — *American Youth.*

Scrap Books.

Not all teachers appreciate the worth of scrap books carefully made and properly used. A teacher of the right spirit is on the constant lookout for material which he can use for the benefit of his pupils, and, with respect to such a teacher, the old promise, "He that seeketh findeth," ever holds true. But the trouble often is that, after a thing is once found, it is lost again, or at least, the hand cannot be laid upon it when it is wanted. Now this trouble can be avoided to a large extent by carefully keeping an indexed scrap book. It is not well to fill it up too liberally. Select only those things that you are sure have value. It is well for the teacher to classify the pages in his scrap book, having particular spaces for arithmetic, geography, grammar, history, literature, or "gems," methods of teaching, etc.

Many teachers have found it profitable to lead their pupils to make scrap books for school use, which shall remain the property of the school, shall have a place in the school library, if there is one. Take, for instance, the subject of geography, or history, or biography. What a wealth of material, both of reading and pictures, can be gathered from the illustrated papers, and from other sources. The literature sent out by some of our great railroads, free to all who ask, will furnish a vast amount of rich and valuable material. And pupils will take the

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more interest in it, if they collect it, arrange it, and care for it themselves. Let the teacher merely suggest, inspire, and direct. Any bright boy or girl will be proud to be on the "scrap book committee." But the gratification of his pride will be the least of the benefits flowing to the pupil, if the matter is managed judiciously. — Public School Journal.

Stand Erect.

Nothing is more important in giving a look of style and grace to young people than the way in which they carry their bodies. The habit of movement is largely formed in early years. Miles Barlow says: "Stand up straight, boys and girls, and whether walking or at rest, hold your head well up, with chin slightly drawn in and shoulders thrown back." This is not only necessary for appearance, but for health and vigor. Every one admires a man or woman of erect bearing, though but comparatively few are fully erect.

Barlow says he was once in a manufacturing building in the morning before the starting bell had rung. "At one of the windows were a number of young men and women, evidently watching for some one, and that one proved to be a young man fully six feet tall, who just then made his appearance away up the street. They were in the habit of watching for him every morning. They liked to see his splendid figure, his upright carriage, his easy swinging walk, and his pleasant face. I recognized him as a friend I had often met in the military armory and gymnasium. You see he made use of his military training in every-day life, and he not only looked well by reason of it, but he felt well. One is bound to feel well as soon as he begins to practice throwing back his shoulders and breathing deeply."

According to the old saying, "It is hard to teach an old dog new tricks," and some people tell us that it is still harder to teach new things to members of the human family who have become once settled in their way. So young people should be taught in very early life to get the best and most symmetrical physical development. Teach them to drop their hands by their sides, lift their shoulders well up and back, and slowly inhale and exhale the breath ten or fifteen times. This should be followed by light exercise. It is not necessary to send children to dancing schools to develop a graceful movement and the fullest purposes of the physical system.—The Progressive Age.



DEAD AT HIS DESK.

That is the story the morning newspapers tell of the modern business man. Too much money getting. Too little care for health. Too much rush, and strain, and wear and tear. Too little time to eat, to sleep, to digest the food, to rest tired body and tortured brain. Not enough time to think once in a while of health and strength and happiness and a long and useful life. A widow and orphans left to mourn. A big estate that under the dissecting knife of the executor falls all to pieces. 'Tis the story of thousands of business men in life reputed wealthy and successful. It is a story that is unnecessary—need not be.

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Vegetable Freaks.

We who live in the temperate zone are accustomed to Nature on her best behavior. We see her orderly ways in the woods, where pines and oaks, poplars and maples, alders and willows, and other forest trees have roots that grow down into the ground and limbs that grow properly up and out into the air.

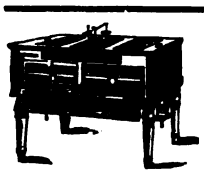
But, elsewhere, Nature has other moods and methods. In a tropical forest there is none of this air of dignity and good principle. The odd pranks, the wild absurdities, the vegetable freaks, which she is there guilty of, make a difference that is astonishing.

Trees apparently grow upside down, and assume all sorts of eccentric shapes. Great dragging vines sprawl over everything, twisting and distorting the poor tired trees until they are crippled for life with what looks like rheumatism. The heavy rains and the hot sun make the plants grow rapidly, and there are fierce fights to see which shall win a little space in all that tangle. Such pushing, such climbing!

Then there is the orchid, clinging, fringe-like, everywhere — frail and lovely, swinging back and forth in the soft air; but it has no conscience. It will not do a stroke of honest work, and is determined to live on some one else, in which it certainly succeeds.

And there too is the wild pineapple (called in the West Indies the "pine"), which takes root in the rich mould lying on the upper sides of the largest branches

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of the mightiest and oldest of the trees. Where its diverging leaves start a cup is formed, which catches the rain and stores it up for the dry season. In this water little tree-frogs and small crabs live, and it is told that years ago one of the expeditions sent against the fierce marooners in the mountains of Jamaica would have perished from thirst had it not been for the little "pines" and their tiny reservoirs.—St. Nicholas.

Synonyms, Antonyms, and Prepositions.

The more thorough study of the English language is receiving recognition as an essential part of educational work in America. Our colleges, academies, and high schools have added the English Classics to the Latin and Greek, French and German of the earlier curriculum, and are steadily advancing the work and the standard of the English department. An entirely new work on English Synonyms is especially timely and welcome. Such a book has just been published by Funk & Wagnalls Company, New York. It is entitled "English Synonyms, Antonyms, and Prepositions."

Scarcely any two words called synonyms have exactly the same meaning. Heretofore, in collections of synonyms, only the list of words has been furnished, and the user has been obliged to make his own discriminations. In this book the different shades of meaning in all the 7,500 synonyms are compared and contrasted, and the differences of meaning and usage explained. The great value of synonyms as contributing beauty and effectiveness to expression depends upon this discrimination.

In comparison and contrast, the choice of many opposite words is essential to the strength, clearness, and beauty of the syntax. A list of antonyms is given with almost every group of synonyms, supplying direct contrasts and furnishing the most effective aid for antithesis or negation. There are about 4,000 antonyms, the number seeming to be less than that of synonyms simply because in many cases the synonyms of one group are also the antonyms of another.

Mistakes in the use of prepositions are frequent. The average writer requires a means of quick and easy information, such as is afforded by the valuable method used in this book. Of this method the following illustration serves as an example: Under "Plead"—prepositions: Plead *with* the tyrant *for* the captive; plead *against* the oppression or oppressor; plead *to* the indictment; *at* the bar; *before* the court; *in* open court.

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On the whole, this work is an invaluable aid to securing clearness, accuracy, and force in written or spoken words. It opens vast vistas of possible fullness, freedom, and variety of utterance which will have the effect, for many, of a revelation. It should be considered an indispensable companion to the dictionary in every school and home.

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2. Falling hail.
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4. Flying birds.
5. Creeping mice.
6. Drummer boy.
7. Rock-a-by.
8. Peek-a-boo.
9. Trumpeter.
10. Small quick wheel.
11. Woodpecker's beak (tapping on desk).
12. Listening.
13. Leaves in the breeze
14. Squeezing a ball.
15. Blowing bubbles.
16. Pulling rope.
17. Grinding millstones
18. Plowing.
19. Sowing.
20. Reaping.

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Ventilation.

Ventilation in rooms where large numbers are collected is a condition of health and life. Privation admits of no excuse. . . . What shall we say of stinting and starving a child in regard to this prime necessity of life, fresh air? Of holding his mouth, as it were, lest he should obtain a sufficiency of that vital element which God, in his munificence, has poured out, a hundred miles deep, all around the globe? Of productions reared or transported by human toil there may be a dearth. . . . But to put a child on short allowances out of this sky-full of air is enough to make a miser weep. — Horace Mann.

How Spools Are Made.

Birch wood is preferred. The wood is first sawed into sticks four or five feet long and seven-eighths of an inch to three inches square, according to the size of the spool to be produced. These sticks are thoroughly seasoned. They are sawed into short blocks and dried in a hot-air kiln. At the time they are sawed holes are bored perpendicularly through each block, which is set on one end under a rapidly revolving long-shanked auger.

Next, one whirl of each little block against some little knives that are turning at lightning speed fashions it into a spool, according to pattern desired, and that, too, at a rate of one a second for each set of knives. A row of small boys feed the spool-making machines by simply placing the blocks in a spout, selecting the best, and throwing out the knotty and defective stock.

The machine is "automatic," but there are some things which it cannot do, hence the employment of the small boys above mentioned. After the spools are turned they are placed in a large drum and revolved rapidly until they have taken on a fine polish. For some special purposes they are died yellow, black, or red, according to taste. When one sees a spool of thread marked "200" or "300 yards," it does not signify that the thread has been measured, but that the spool has been guaged, and is supposed to have that amount of thread upon it. — *Harrison's Magazine.*

Rest of the Attention.

When the attention is fixed upon one subject for some time it becomes weary in one direction; and if given to a series of subjects, though each may afford a relief to the other, in time the whole stock of vital energy which is at the service of attention is exhausted, and the attention itself needs rest. The power of sustained attention varies with age and development. Children soon weary of the attention in children is spontaneous plays, and in students or business-men is the entire change which comes in the summer vacation by hunting, fishing, camping effort to fix their attention, and for this reason their lessons should continue but a few minutes at a time upon one subject, nor any considerable time upon a variety of subjects. Calisthenics do not constitute a means of rest for the attention when tired, as they themselves require attention. The proper rest for wearied out, and visits to the sea or mountains.— *Principles and Practice of Teaching.*

Whispering.

In a school in which the whispering habit has grown to be a nuisance, it may sometimes be broken up in this way: Reseat the school, taking some pains to arrange the pupils in the way that will be distasteful to the greatest number. Then announce that another arrangement of seats will occur a week later, and all who refrain meanwhile from whispering will then be allowed the privilege of choosing their seats. If even a few — say half a dozen, refrain for a week, let them draw numbers by lot, and choose in the order of numbers drawn. Hold out the same incentive for another week, and the chances are that a larger number will earn the privilege of choice.

The boy who whispers can sometimes be shamed into good behavior by a half-minute's perfect silence on the part of the teacher, during which time the attention of the whole school is fixed upon the offender. — *Western Teacher.*

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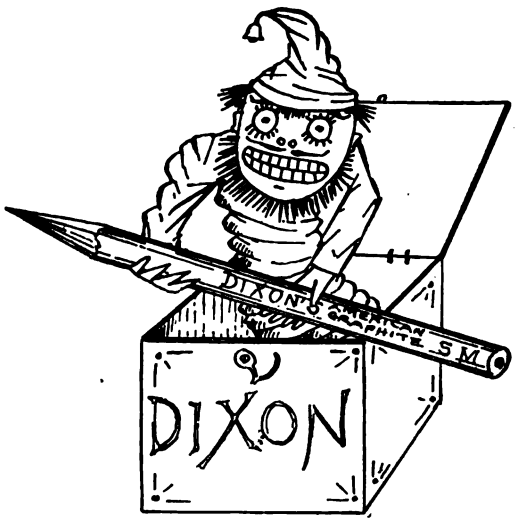
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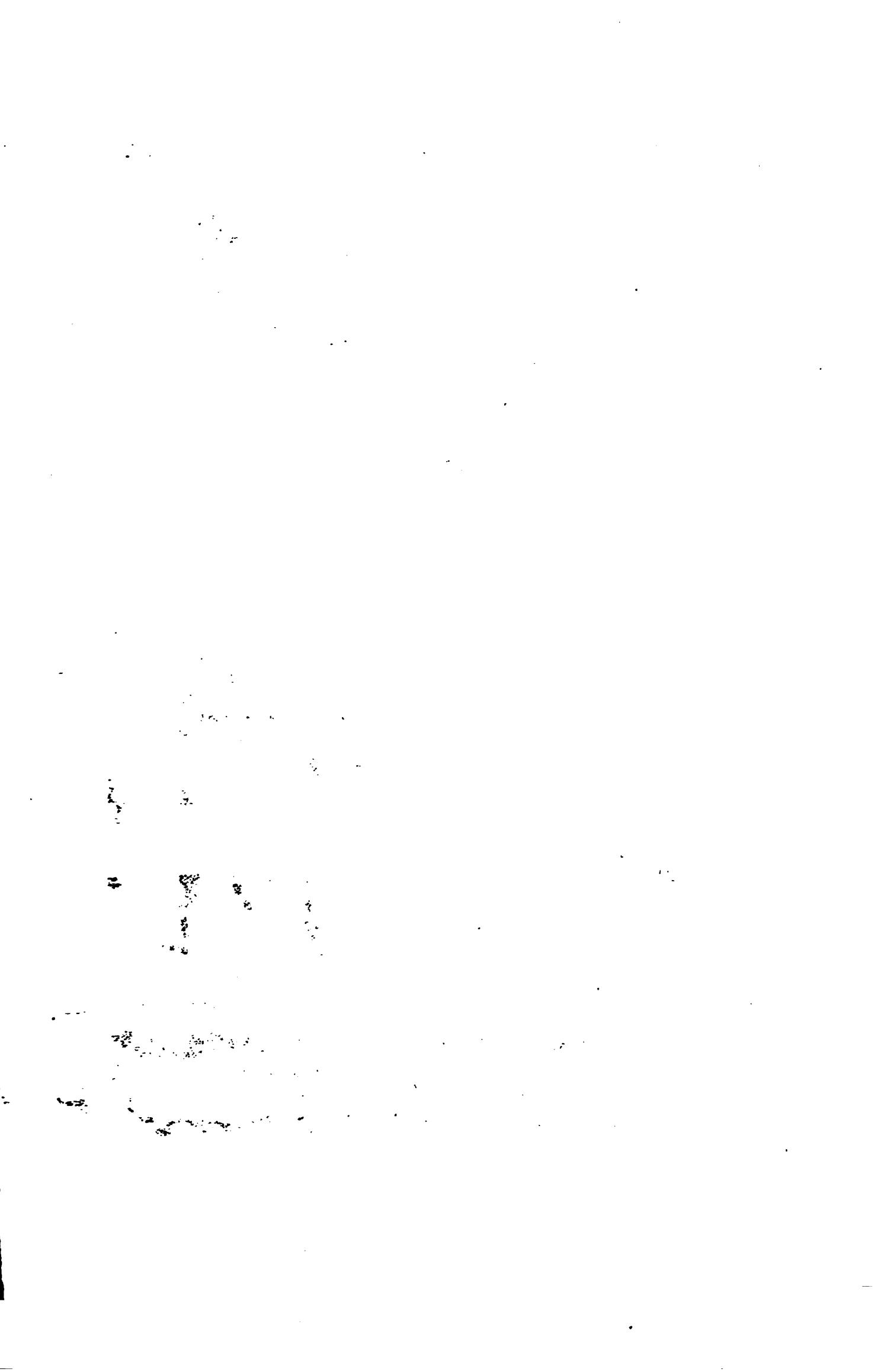
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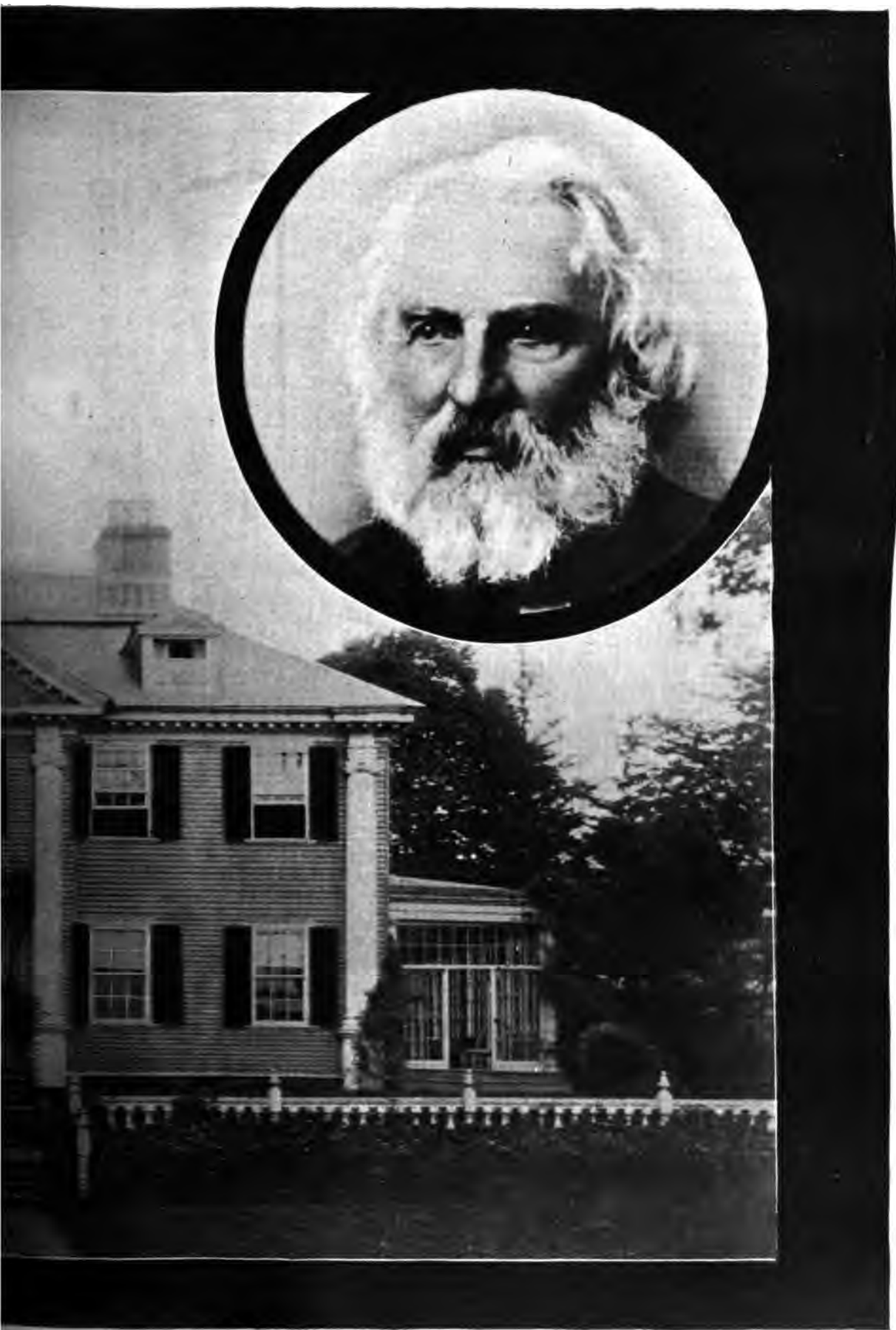
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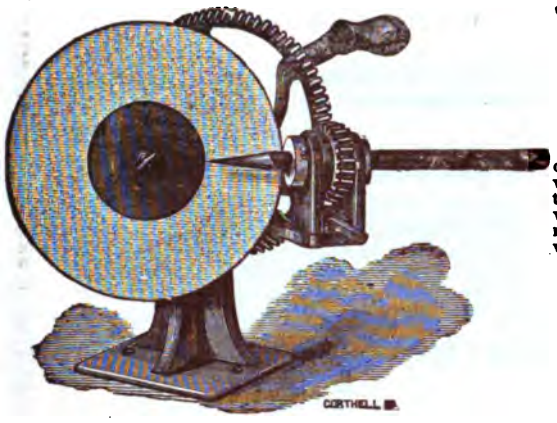
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AMERICAN · PRIMARY · TEACHER

Vol. XX.—No. 8. APRIL, 1897. A. E. WINSHIP, W. E. SHELDON, } Editors.

MR. WINSHIP'S CONVERSATIONS.

ONE of the rare privileges of the season was the opportunity to visit Chicago schools with Assistant Superintendent W. W. Speer. It is always a temptation in writing about school visiting to tell what you do not like, and one can, therefore, readily forgive Dr. J. M. Rice for indulging in a foolish exhibition of himself in the Forum articles. We prefer to tell what we saw that was unquestionably good.

SENSE TRAINING.—Sense training is the keynote of the first year's work with number as the assumed subject through which it is secured. Absolute childish freedom with absence of self-consciousness is aimed at and largely obtained. The little people rarely walk, but run about the room as they would at home. Almost never does a child of that age at home take a walking step. It is always a run or a skip, and it is the same in the first year grades that I visited. True, this is liable to become a mechanical and unnatural step, but generally it seemed free and easy.

The room is admirably equipped with a great variety and abundance of tablets and blocks in color, and colored pictures upon the wall and in portfolios. Early in their school life the children know the colors and the geometrical forms, and they get a little practice each half day in knowing colors; (1) by picking out something of a given color; (2) by touching as many things of that color as they can; (3) by naming other things that they can see in the schoolroom; (4) by hearing things out of the school that they can remember.

They have practice also in form knowing; (1) by selecting a given form, in block or tablet; (2) by selecting other objects of the same general form; (3) by naming others that they see in the room; (4) by naming others out of school from memory; (5) by feeling of forms blindfolded; (6) by feeling of objects of some general geometrical form blindfolded. After six months in school the slowest pupil, even, knew all shapes and forms as far as a hexagonal prism.

Here is the outline of a half day's program: ten minutes each to touch, color, ear-training, gymnastics, form cutting, and recess; fifteen minutes each to action sentences for language, and ear-training, and "number work" with solids; ten minutes each to rope pulling, play, gymnastics, and drawing.

The number work is marvelous. It deals largely with "relations," which means, practically, fractions. The concrete is magnified at first, then the abstract is readily secured. So far as I could judge, the children have so much variety in the concrete and are taken away from it so early that they do not form the vicious habit of picturing objects in the mind before seeing the relations of numbers. The virtue or vice of the system is determined by whether or not they are taught to see relations abstractly or concretely.

In the first grade the children recognize at sight and promptly: (1) larger and smaller surfaces, blocks, objects, and persons; (2) largest and smallest surfaces, blocks, objects, and persons; (3) shorter and taller, shortest and tallest; (4) first, second, etc., to the right and left of the third, etc., i. e., of ten objects or persons which is the third to the right or left of the second; (5) they find a line, square, rectangle, cube, square prism, etc., that is twice as large as one of each that is shown by the pupils. Ample practice is given to secure almost absolute accuracy in seeing the relation of two to one in size. (6) This is followed by as thorough practice in the relation of one-half with lines, surfaces, and solids. Mr. Speer's whole success is in early training in eye perception and quick

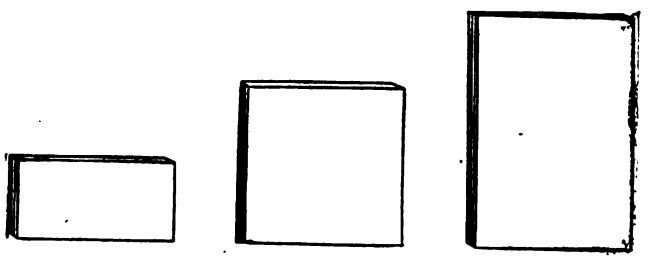


FIG. 1.

and accurate judgment in relative sizes. (7) The same with three times the size, and one-third and two-thirds. Two-thirds is a vital point. Neglect to secure accuracy and rapidity in estimating that one square rectangle or one rectangular prism is two-thirds of an-

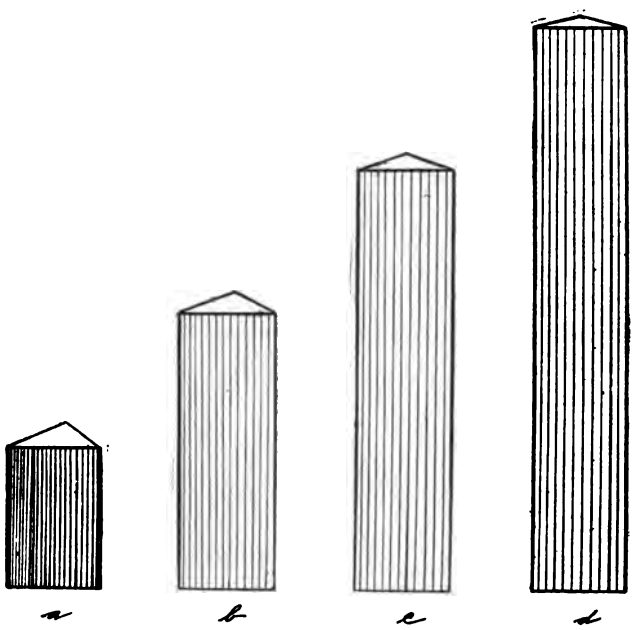


FIG. 2.

other without any lines to assist is fatal to the great results secured a few months later. In securing this there is much practice in paper cutting. (Fig 1.)

(8) In substance the teaching is: a is $\frac{1}{2}$ b; a is $\frac{1}{3}$ c; b is $\frac{2}{3}$ c; b is 2 × a; c is 3 × a; c is $\frac{3}{2}$ of b. This latter is of the greatest importance, and must be known promptly. Children when they once see that if a is $\frac{1}{2}$ b, and that c is 3 × a, and therefore c is $\frac{3}{2}$ b, have accomplished much by way of clearing the fractional atmosphere ever after. (9) When the thirds are well taught, the fourths are attempted. Children cut paper, use tablets (squares and rectagles), square, rectangular, triangular, prisms, and cylinders. (Fig. 2.) From lines, tablets, and solids are taught:—

A is $\frac{1}{2}$ b; a is $\frac{1}{3}$ c; a is $\frac{1}{4}$ d; b is 2 × a; b is $\frac{2}{3}$ c; b is $\frac{1}{2}$ d; c is 3 × a; c is $\frac{3}{2}$ b; c is $\frac{3}{4}$ d; d is 4 × a; d is 2 × b; d is $\frac{4}{3}$ c.

In the second grade this work is carried on to much higher series, teaching

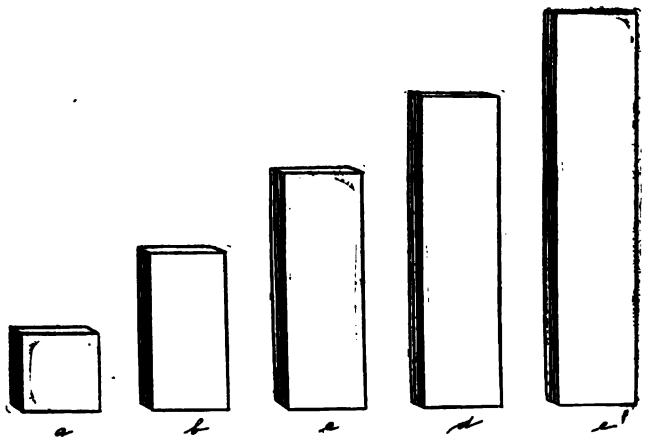


FIG. 3.

A is $\frac{1}{2}$ b; a is $\frac{1}{3}$ c; a is $\frac{1}{4}$ d; a is $\frac{1}{5}$ e; b is 2 × a; b is $\frac{2}{3}$ c; b is $\frac{1}{2}$ d; b is $\frac{2}{5}$ e; c is 3 × a; c is $\frac{3}{2}$ b; c is $\frac{3}{4}$ d; c is $\frac{3}{5}$ e; d is 4 × a; d is 2 × b; d is $\frac{4}{3}$ c; d is $\frac{4}{1}$ a; e is 5 × a; e is $\frac{5}{2}$ b; e is $\frac{5}{3}$ c; e is $\frac{5}{4}$ d.

I saw perfect work done with six, and was told, and believe it unhesitatingly, that in the third grade this work is done as high as twelve.

This was never memorized as a "table," but was learned absolutely from the handling of the blocks. There were no lines on the blocks to aid the eye, and they were not treated uniformly in a row as here given, but two blocks like b and f in a series of six and without the sixth, half, two-thirds, and four-fifths, the children would say: "This is one-third of that," and "This is three times that." Or with the five-sixths and the unit would say: "This is five-sixths of that," or "This is six-fifths of that." When asked how they knew, they would make with the finger the five equal parts of the one and the six equal parts of the other and show that there were five-fifths in the one, and one more, or six-fifths, in the other. It was all intelligent and not reciting.

In the third grade I saw most excellent addition. Here, as in everything else, the premium is upon quick seeing, quick thinking, prompt results. The figures are written upon the board, quickly erased, and the answers given. Small numbers are used, but absolute accuracy and great rapidity are secured. Here are examples placed upon the board, erased almost as soon as the last number is written and the answers were always correct and the time required almost nothing:

			352
43	327	543	233
64	642	345	413

There is little single column adding, and not until well into the third year do they have single products that are more than ten, but when they get to it they add at sight:

.345	2456
873	9843

In reading I heard nothing specially noteworthy. I suspect little is attempted aside from board work in the first grade, and it seems not to have been magnified in the second.

Language work was very good, clear, intelligent, with good vocabulary.

Penmanship was good, but not better than can be found in almost any progressive city, and not so good as is frequently seen for that age.

Spelling is excellent. It is learned through eye-training, like adding. Mr. Fitzsimmons was with us. He wrote his name upon the board. Not one had ever seen the word before. It was promptly erased. The children went to the board and of the whole class only two missed it. One omitted the s after z and one put an e after n. The name was not pronounced, and was quickly observed, remembered, and written.

"Visrealization" is the pet term by which Mr. Speer designates this way of adding, spelling, and language work. The number work secured better results in those lines than I have found elsewhere at the same age. I have not as yet seen the Kansas City work, which is unquestionably its equal.

While the work is based upon Mr. Speer's "New Arithmetic, Part One, for Teachers," the results are beyond anything one would have a right to expect from the claims of the book, but with it any sensible, persevering teacher can secure work approximately as good as this. Of course, these teachers have Mr. Speer with them frequently, and there is nothing to take the place of the inspiration of an author, a genius, possessed with an idea, and Mr. Speer is all of these.

LIFE'S CRISIS FOR LIZZIE GRAY.

BY IDA M. GARDINER.

"CAN'T you try once more, Lizzie?"

Miss Blanchard's voice was very low, but there was a note in it that her girls understood.

Lizzie Gray was a trial to any teacher. Her disposition had a "twist" in it. At times she seemed to emerge from the shadow, and to brighten up into a really attractive pupil. Then for days she would sink into a sullen state, in which she seemed incapable of mental effort. No amount of encouragement or help from the teacher availed to draw Lizzie out of the depths.

This morning Lizzie was in one of her moods. It began in the algebra class. A slight mistake in multiplying prevented a correct solution. "Principle and method are all right, Lizzie; see if you cannot find your mistake."

The frown settled down at once. There the girl stood, the very image of defiant sullenness. It had never come quite so suddenly before, and Miss Blanchard was taken a little unawares. She turned away, however, to look at the work of the others, in the hope that if left to herself Lizzie would after a little set to work again.

But Lizzie's mood was upon her; and when Miss Blanchard had finished her inspection, Lizzie still stood making chalk lines on her eraser, but none upon the board.

"Well, Lizzie, have you found your mistake?"

Inwardly, Miss Blanchard was praying for patience. No answer.

"Your mistake is in this term. Multiply ab by ab^2 once more." The voice was matter-of-fact, as if ignoring any possibility of trouble. But Lizzie made no response and kept on with her chalk lines.

There was a long silence. At first the others fidgetted a little, and showed signs of impatience; but as the silence continued and the look on Miss Blanchard's face deepened in seriousness, a hush fell over the class.

"Can't you try once more, Lizzie?" in low encouraging tones. One minute of silence, then the brutal outburst:—

"I can, but I won't!" and the defiant girl threw her eraser down on the ledge, tossed her crayon after it, then faced her teacher with an air of daring her to do anything about it.

The quick flush rose to many a cheek at the insolent answer; and the room grew breathless as the pupils watched Miss Blanchard. The swift color rushed over cheek and brow, and she bit her lip to hold in the quick reply. Flushing and paling, she stood motionless until her voice was wholly under control. Then she looked at Lizzie Gray with an infinite pity in her face.

"Lizzie," she said, "ten minutes ago you could respect yourself; now you cannot. As long as you live you can never think of this hour without being ashamed of yourself. If you live to be a hundred, you will still carry the scar of these words on your soul. Scars never wear out. You may ask God's forgiveness, and he will forgive you, as I do, Lizzie, fully, freely; but you can never forgive yourself. Even in the darkest night you will blush to think of what you have said. And all this for what? For one moment's gratification to your lower nature. You knew you were wrong, and your better nature was struggling with you; but you threw all that to the winds; you took the moment's gratification; now you must carry years of self-scorn and shame. Your load is harder than mine, Lizzie; my hurt is gone already, and yours is only just begun. Class excused."

The bell rang for recess and the pupils filed from the room. The last child out saw Miss Blanchard hurry down the aisle and gather in her arms poor, shamefaced Lizzie, whose face was lowered upon her desk; but she did not see Lizzie's arm steal around Miss Blanchard's neck, or hear her, "Oh, Miss Blanchard!" That was all, but Miss Blanchard understood. She knew, too, why Lizzie Gray had no more moods; but she never knew that fifty boys and girls went home hero-worshippers that day.

MOTOR TRAINING.

BY GERTRUDE EDMUND.

IN psychology, we are taught that a new system is built up by mental training, and care should be taken to correct all wrong tendencies in small children. Exercise must never go ahead of muscle growth, and we know the nascent periods of most of the parts of the body. If we train the emotional organs before we do those of the mental, we shall give rise to a morbid disposition, and if we give too much attention to the sensual, and not enough to the motor development, disease will be sure to follow.

Every first primary school should be supplied with a kindergarten table and chairs, and the teachers should not allow the scholars to stand during recitations. All first grade primary teachers should know a few games or songs, in order that they may, if necessary, have the power to amuse the children in their charge. Each of the primary schools should have a piano, for a refining influence is certainly given children by the soft strains of music in the schoolroom.

We should have manual training combined with arithmetic and other studies.

Moral and motor training are closely allied, so that if we have one in our schools, we shall have the other also. In spelling we need more of these motor elements. In the past few years, we have not given spelling the attention that it deserves.

We need this motor element in teaching writing and drawing, and it is necessary to use the fundamental training. The youngest child should be taught to draw from the eye. The human figure is the most interesting subject that can be found, and we can understand why the children dislike the study, when they are kept down to the old-fashioned, tiresome, straight lines and curves. It is better to leave children to themselves, and let them draw in their own way. A child's method of drawing is a good illustration of the contents of his brain.

We make the letters too small in writing. This tires the eyes, and teachers should not look over papers if they are finely written. If the children would write so that the teachers could read their writing, and if the teachers would write so that the scholars could read theirs, we should have less poor eyesight in the schools. Work in penmanship should begin in the first primary year of school. We need stronger and stouter pens. Vertical writing is a great help to the teachers in their work, it simplifies the examination of papers and is better for the children.—Address.

APRIL TALKS.

BY ELLA M. POWERS.

SPECIAL day talks make pleasing variety in the day's programme; and, as they give an opportunity to get closer to the children's hearts, we can afford to tell them something of what the day means. An elaborate programme is not necessary.

There are several days in April that refer to the history of our country, and here is an opportunity to review as well as to teach new patriotic thoughts.

APRIL FIFTEENTH.

The anniversary of the death of Lincoln affords an excellent opportunity to review what was learned about him on February twelfth; for of course we all observed that day in some way. We shall speak of Lincoln again when we have our Memorial day exercises in May; the talk now will help fix the important facts in the children's minds.

Let Lincoln's picture have the place of honor and arrange a simple wreath of flowers upon it. Upon the board write a tribute to Lincoln or a quotation from him, and briefly explain its meaning.

"Wherever the bright sun of heaven shall shine,
His honor and the greatness of his name
Shall be, and make new nations."
—Selected.

"In every event of life it is right makes might."
—Lincoln.

"The union must be preserved."—Lincoln.

For a surprise, secure several copies of McClure's Magazine for '95 and '96, also the Century for '89 and '90, and let the children look at the pictures of Lincoln and the many places that referred to various events in his life.

Previously, select four or five pictures and prepare some simple story to tell about each. The children will again tell you of that little log cabin with one door and one window, the rude table, and bed of dry leaves, the wooden plates, the floor of sand and scant food. They know this was Lincoln's earliest home. Encourage them to tell you about his early struggles to learn, how he worked, studied, was kind, helpful, and above all, honest. He would always do what was the right thing when a boy, and so grew to be a noble man, and the whole country trusted him. The people made him their president because they could trust him.

Impress upon the children the fact that Lincoln made all free, and was loyal and true to his country, and that we should all hold our flag, our country, and our country's leader in sacred honor.

APRIL NINETEENTH.

This is the anniversary of the battle of Lexington. The question arises: "What can children in the primary rooms know of this? What does it mean to them?" Much, we answer, if the information be presented in a clear, simple manner.

I remember seeing a teacher sitting with a large book outspread in her lap; her arms were about a child each side of her, and many others had gathered about her. She was telling them of the brave men who came across the ocean to live upon this land.

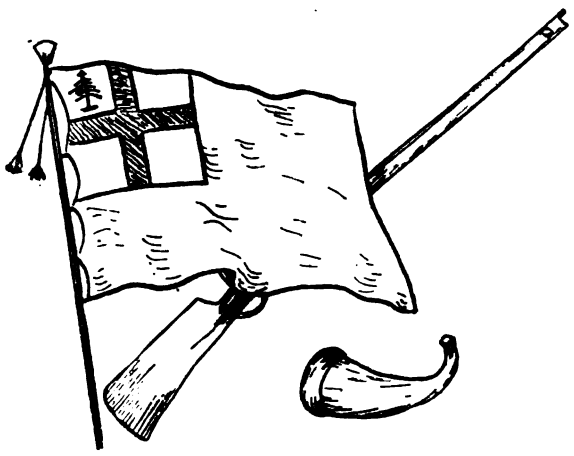
There were no cities, towns, railroads, churches, and schools in that long ago time.

These brave men worked very hard chopping down trees to build houses, clearing up land, ploughing and sowing that they might not starve.

But the cruel king of England wanted their money. This was not right. At last this king sent over soldiers to frighten and fight the people. Our brave men were not frightened; they all fought bravely, so that we might call this beautiful country our own, and make our own laws and have cities, churches, and schools just as we have to-day.

The first battles were at Lexington and Concord on one April day. Then the children were told, briefly, of the midnight ride of Paul Revere, and of pretty Dorothy Quincy who sat at her chamber window and saw the fight at Lexington, and she saw these men were all brave indeed.

The talk may be made more interesting if the teacher can illustrate objects. A rough blackboard sketch is appreciated by children and they are pleased if a teacher can say: "The brave men raised a pine-tree flag like this," or "they carried old guns like



these," "powder horns like these," and immediately sketch the object upon the board. After such a talk, the children can draw the same objects or sewing cards may be prepared.

In connection with this talk, find upon the globe England, where these brave men lived at first, trace their path across the ocean and designate their new homes, and find the first battlefield of the Revolutionary war.

If there be a sand table, let the little ones place a looking glass for the ocean, toy ships for the early Puritan voyagers, and England and America may be designated by sand and twigs.

If the children be older, place upon the board sketches of the Concord bridge and the Minutemen. Have stories related about the valor of Major Buttrick, and others. Let Longfellow's "Paul Revere" be recited and Emerson's Concord Hymn, or a few selections may be read from Bancroft's "History of

the United States" (the chapter on Lexington), or extracts from Lowell's "Ode" read at the one hundredth anniversary of the fight at Concord may be recited.



Harper's Magazine for May, 1875, gives much information, both instructive and entertaining.

APRIL TWENTY-FIRST.

On the twenty-first of April, seventeen hundred and eighty-two, Froebel was born. Should not children know something about one of their best friends, one of the world's greatest educators and the teacher of the kindergarten system of education? He loved all children and did so much for them, that they will readily listen and talk about him.

When Froebel was young he was lonely and forlorn; his father was busy all day and he had no playmates.



He lived in a house opposite a church, and one day he tried to build a little church like the one across the street. He had no nice building blocks of all sizes as we have; he had to use boards, splints, and stones. He tried again and again. He could not build the church and felt disappointed.

When he became a man he remembered how lonely and sad he used to feel, and he remembered the time when he tried to build the church and failed, so he thought he would make other children happy.

He made and gave them blocks, balls, rings, sticks of all sizes, and he thought of many new games that children could play. He taught the children how to use these and how many things can be learned with them.

He devoted his life to children, and whenever we use our blocks and sticks and have our songs and games in school we shall think of Froebel.

This story is very suggestive of what children will remember and can understand.

Secure a picture of Froebel, and let the children frame it with colored paper foldings or drape about it a chain made of alternate colored rings and straws.

Then they will sing or recite the "Birthday Song," by Emilie Poulsson:—

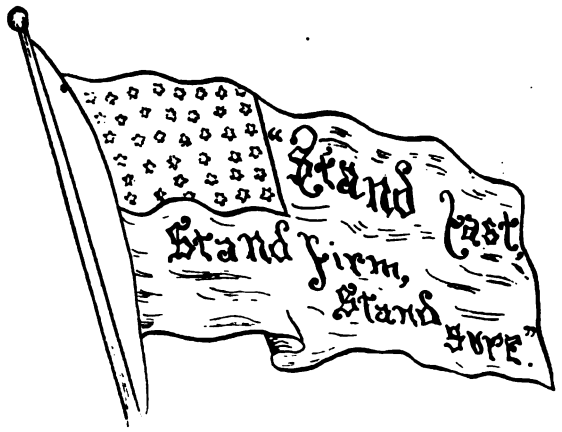
"Let us sing to-day with gladness
Of a friend to childhood dear;
One who thought and labored for us,
And whose name we honor here.

"Lovingly he planned for children
Happy work and merry play;
Let us then be glad and grateful,
As we think of him to-day."

APRIL TWENTY-SEVENTH.

This year unusual interest will be felt on April twenty-seventh, the anniversary of the birthday of Grant.

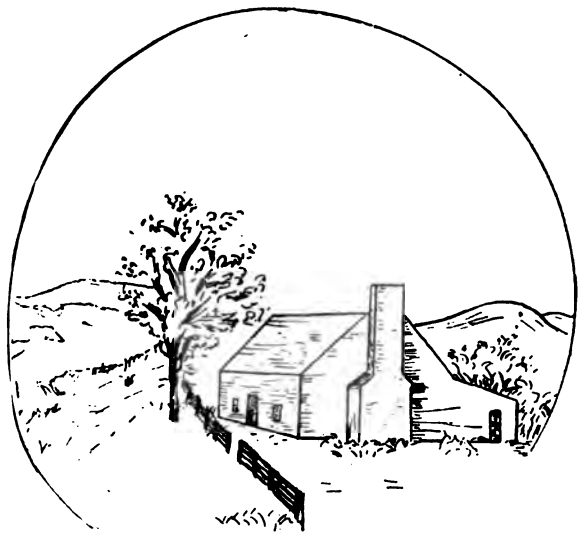
Upon the board print or write the motto of Grant's early Scotch ancestors: "Stand fast, stand firm, stand



true." Also write some quotation from Grant, as the sentence given in his speech at Des Moines: "The free school is the promotor of that intelligence which is to preserve us a free nation."

Explain the meaning of the motto and the quotation.

The birthplace of Grant may be sketched in outline



upon the board. The same may be drawn upon cards

by the children and the house painted in soft gray, the chimney in red and the tree green.

Tell many stories of Grant as a boy, never forget you are talking with children, and make the stories simple. Many anecdotes illustrate his characteristics.

His father was poor and little Ulysses was obliged to help him. This, he was glad to do. At the age of ten he drove a team forty miles over rough roads, through long stretches of wood, and brought home a heavy load of lumber. He took care of himself and his team at a wayside inn, and the rough frontiersmen of the town thought he was a wonderful boy then to do a man's work.

He was fond of horses. If there was a rough, wild horse that could not be managed, Ulysses would leap upon his back, and he took good care not to be thrown.

Tell the children the usual circus story of the pony who was trained to go around the ring furiously and at a signal throw the boy off. The ring-master led the pony out and said, "Is there any little boy here who would like a ride?" Ulysses ran into the ring, mounted and started.

On he went; crack, crack, went the whip; faster and faster went the pony, kicking, rearing, plunging, and shaking up Ulysses Grant, but Ulysses Grant clung fast and could not be thrown. Grant always did whatever he attempted to do; he always conquered everything he undertook, no matter how hard it was.

Teach the children much of Grant's noble spirit; that he was always truthful, upright, and kind.

If we teach the pupils but the one fact, that Grant never uttered a profane word, we shall have spent the time to great advantage.

Tell them he never began anything he did not finish; numberless incidents will illustrate this.

The children will like to think of him as a brave, determined soldier. Short stories of the civil war may be made real to the children.

Let the children be given flags and march about the room singing some patriotic song, as "Star Spangled Banner," or our "America."

CLOUDS.

BY MARGARET J. CODD.

AMONG the various manifestations of nature, nothing will interest the child more than observations of the clouds. Their charms of form and color and their motion have attracted the attention of all ages, and the most beautiful thoughts and myths from time immemorial have clustered round them.

Whether viewed in a poetic way, or through the the clear eye of science, clouds are equally interesting. What tale of enchantment can be more wonderful than the story of the glistening water-drops, rising in the form of vapor and floating in beauty above us; then sinking to earth again, to flow in mighty streams into the waves of ocean, from which they came and into whose bosom they must all at last return.

Our pupils keep a weather record and observe, day by day, the clouds as they change.

The following short description of the principal cloud forms has been carefully compiled and may be of service to the busy teacher: —

The word cloud comes from the old Anglo-Saxon form *clûd*, a hill, clouds often looking like hills. They may be divided into four general classes: Cirrus, cumulus, stratus, and nimbus. The names of the clouds, like so many other names in our language, come to us from the days of ancient Rome.

Cirrus is from the Latin, meaning a lock of hair. These are the feathery forms like curls or wisps of hair. They are the highest and lightest of all the clouds. They float mostly in the altitudes of perpetual frost and by some have been supposed to be minute ice crystals or frozen vapor.

Cumulus clouds take their name from the Latin *cumulus*, a heap or pile. These are the great piles of white-topped clouds, usually seen in summer days. The vapor in them is piled for thousands of feet in heavy masses, looking like snowy mountains. Their horizontal bases mark the point at which dew point, or condensation, begins. These are among the most beautiful of cloud forms; their round tops often looking like the domes of an enchanted city.

Stratus clouds get their name from the Latin *stratus*, meaning spread out. These clouds are spread or stretched out in sheets, layers, or bands. They lie much nearer the earth than the other clouds, and often creep along the lowlands in the shape of mist or fog — rising with the coming of day. They are formed by the descent of the higher clouds and vapors as the temperature becomes lower. They are more often seen in winter or summer than in other seasons.

The name of the *nimbus* clouds comes from the Latin, *nimbus*, a rain cloud. These are the heavy dark gray or black clouds with ragged edges — the storm clouds that we know so well. Snow and hail, as well as rain, sometimes fall from such clouds. All the other clouds may be changed into nimbus clouds by a lowering of the temperature. During the cold season this is the most common form in the temperate zones.

All kind of clouds may sometimes be seen in one day, and the various kinds are sometimes mingled together; among the mixed forms one of the most conspicuous is the cirro-cumulus. This is known as the fleecy cloud or mackerel sky.

The principle of condensation by cooling is easily understood by the children who are familiar with the steam clouds from the teakettle or steam engine. Simple experiments to illustrate this may be given, and a wide range of stories from cloud myths is offered for our selection, from the "Swan Maidens" of fairy lore, to the ships of Alkinoos, which sailed without rudder across the blue summer sea.

The teacher may use as much of the foregoing material as she deems suited to her pupils. Experience shows that they are interested in the subject and take pride in being able to describe the various cloud forms and to call them by their proper names.

❋ BIRD DAY. ❋



When the Birds Come Back.

BY OLIVE E. DANA.

AN EXERCISE FOR BIRD DAY.

Singing. Air: "Oh, I'm Little Buttercup."

1.— The birds all have come again,
Yes, they have come again,
Bluebird and robin and wren;
With musical hushes
Croon linnets and thrushes,
And blackbirds pipe greetings amain.
Oh, gay are the grasses
When over them passes
The shadow of home-coming wings;
The eager winds tarry
The message to carry,
When the wild bird its rapture outflings!

(As many green things as possible should be introduced as the setting for this little exercise. It is not necessary to sedulously preserve the unities. Potted plants, evergreens, mosses, and wild flowers all may be seen, with birds' nests very much in evidence. A good collection of birds' eggs will afford much satisfaction. The dresses of the children should suggest the birds whose patron saints they are. This is to be accomplished chiefly by a wise choice of colors, taking care to discriminate a little in drabs and browns, and having some regard to size. Thus the bluebird should be a not too small girl, in a bright blue gown; robin redbreast is at once suggested by a small boy with a conspicuous scarlet cravat; and a suit of black velvet would do for either the blackbird or crow, though of course the latter should be larger and more aggressive in appearance. If any of the children are too small to remember the quotation, also, this may be given by the teacher. Any appropriate bird song may be sung.)

1.—We are the friends of the birds. Every one of us has taken one of them under his care. Not that we are not to look out for any of the others,—oh, no! That is part of our work, too. But we are not sure that the birds really trust us human folk,—they have known so many unkindnesses. We want them to learn to trust us, and we want people to know, too, that we are their friends. And this is the way we take to tell them. I am the friend of the bluebird.

"When the bluebird brings the spring,
Is it pinned beneath his wing?"

"After you have seen the bluebird, you will see no more cold, no more snow, no more winter."

2.—Every one's a friend to Robin Redbreast, you will say; but we find that he needs a defender,—just because, maybe, there are so many of him!

"Robin, Sir Robin, gay, red-vested knight,
Now you have come to us, summer's in sight.
You never dream of the wonders you bring,
Visions that follow the flash of your wing;
How all the beautiful by and by
Round you and after you seems to fly!
Sing on or eat on, as pleases your mind,
Well have you earned every morsel you find."

3.—I shall look out for the little brown thrush.

"There's a merry brown thrush sitting up in the tree,
He's singing to me, he's singing to me!
And the brown thrush keeps singing,
'A nest do you see,
And five eggs, hid by me in a juniper tree?
Don't meddle, don't touch! little girl, little boy!
Or the world will lose some of its joy!' "

4.—I am taking care of the ground-sparrow's nest. No, I'll not tell you where it is. I must help the sparrow keep her secret, you know. No one shall mow very near it, and the tall grasses shall shelter it till the birdlings all are grown and have flown away.

"There is no thing so small
But God will care for it in earth and heaven;
He sees the sparrows fall."

" 'Twas a white-throated sparrow that sped a light arrow
Of song from his musical quiver,
And it pierced with its spell every valley and dell
On the banks of the Runaway River.
Oh, sing! sing away! sing away!
The song of the wild singer had
The sound of a soul that is glad."

Singing.—"The Little Brown Nest."

5.—I shall befriend the blackbird. He looks very wise, and I have an idea that he could tell us a great deal if we could only understand his speech.

"Perched high on a hazel,
A blackbird is singing,
With merriest music
The woodland is ringing."

"Do you think if he said,
'I will sing like this bird with the mud-colored back
And the two little spots of gold over his eyes,
Or like this one that flies so low to the ground,'—

"Do you think if he said, 'I'm ashamed to be black!'
That he could have shaken the samavras-tree,
As he does with the song he was born to? Not he!"

6.—I am the friend of the crow. Poor fellow, I am sure he stands in need of one. I never hear him caw-cawing in the woods or down by the brook that I do not think how many traps are set for him; and I do not wonder that he outwits all our devices. He has had practice enough! But he does us many a good turn. Yes,—

"Even the blackest of them all, the crow,
Renders good service as your man-at-arms,
Crushing the beetle in his coat of mail,
And crying havoc on the slug and snail."

7.—Master Bobolink has many lovers, but he needs a watchful friend no less than any of his brothers. I will have an eye on him.

"Gladness of woods, skies, waters, all in one,
The bobolink has come, and like the soul
Of the sweet season vocal in a bird,
Gurgles in ecstacy we know not what,
Save June, dear June! Now God be praised for June!"

8.—I shall befriend the swallows, whirring in the chim-

ney, or circling around the yard, and darting in among the dusty beams of the old barns. There is no one who doesn't love to watch them, no farmer who is not glad of their company at his tasks.

" 'Tis true one swallow never made a summer,
Yet where one swallow, poised on steely wings,
Flies through the soft spring air,
Be sure the rest will follow."

9.—(a very small girl).—I will look out for the Jenny Wren,—

"Wee wren that I love!"

10.—I will scatter crumbs for the snowbirds and chickadees, and the rest of the dear wild things who are not afraid of the frost and snowfall. I will see, too, that the cats are not let out while they come to eat the breakfast I give them. My task is the best of all, for it lasts all the year!

"So, ye four-foot creatures small,
Fortunes fair to you befall!"

Song, selected.

THE BALTIMORE ORIOLE.

A BIRD LESSON.

BY OLIVE M. LYFORD.

I.—PREPARATION.

TELL the children of the beautiful army of these little birds that come in the spring. Almost before the buds are out on the trees we hear the glad notes of the few little "scouts" who have been sent out to tell us of the approaching bird army. We soon hear the rustle of wings and then the charming music of bird song as the little companies or flocks soar over our heads dressed in their gayest and most beautiful plumage. Some flocks just pass through our vicinity, while others stop and camp out with us for the summer. They build their little homes near ours and make us happy with their songs, and they help the flowers and vegetables to grow, by eating all the harmful bugs and insects. Let the children tell of their acquaintance with these little creatures; how many they know, giving simple descriptions of each, and all they know of their nests, eggs, habits, and so on. Then present some bird for special study.

II.—PRESENTATION

1. Common name: Baltimore oriole, oriole because of golden color; French, oriol—gold. Baltimore oriole for Lord Baltimore, orange and black being his livery colors. Has many other names—golden robin, fire-bird, hanging-bird.

2. Description of whole: Color, bright orange and black; size, 7.50 inches.

3. Description of parts: (1) Bill, conical, black, broad at the base. (2) Head, black. (3) Body, neck, throat, and upper back, black; lower back, breast, and belly, bright orange; wings, black, one patch of orange on shoulders; white transverse band and some tippings and edgings of white. Tail, nearly square, two large terminal patches of orange. (4) Legs, long and slender. (5) Feet, black, with strong curved claws.

4. Habits: (1) Nest, wonderful structure, in shape of cylindrical pouch, usually suspended from near extremities of high drooping branches, such as elm, pear, or apple tree. (2) Food, caterpillars, beetles, and bugs, (3) Song, piping note, lively and agreeable, but limited in scope. (4) Arrives, May. (5) Leaves, about September 15.

III.—COMPARISONS.

Compare oriole with other birds children know in regard to color, size, etc. Compare birds to people. They build their homes; father and mother birds plan and locate the home; work to get food for the little ones and feed them; teach the little ones to fly. Do they not have happy homes? There are carpenters, masons, and weavers among the birds. They change their plumage during the season, just as we have new clothes. They seem to understand each other, and so perhaps have a language as we do.

IV.—SUMMARY.

Important points about oriole. Beauty and use of birds. Just as wrong for us to steal a bird's egg or nest as it would be for some one to carry off our little baby sister or brother or take our home from us.

V.—APPLICATION.

Draw oriole's nest. Would you throw stones or harm in any way the little birds who look to us for protection and sympathy and who make us so happy with their beautiful songs?

Written and oral language.

BIRD DAY.

BY LIZZIE M. HADLEY.

Song. Tune: "O, Come, Come Away."

Letters.—

From far, far away
The birds now are coming.
They heard you call,
And one and all,
They come, come to you.
Chorus.
They hear the promises of spring,
And northward now their way they wing,
For you their happy songs to sing,
They come, come to-day.

Children.—

O, what funny little folks,
Coming down this way.
Are you elves from Fairy-land,
And have you run away?

*Letters.—

Ha, ha, ha! Can it be
You have never met us?
Elves from Fairy-land? Ho, ho!
Bless you! we are Letters.

Such a funny alphabet!
As soon as you discern us,
We're pretty sure each lad and lass
At once will try to learn us.

Children.—

You the alphabet? No, no,
You cannot deceive us.
Alphabet indeed!—

Letters.— My dears,
Can you not believe us?

With an alphabet of birds
We have come to meet you,
Woodland bough and orchard tree
A songster sends to greet you.

*Each child should be dressed in the colors suitable for the bird he (or she) represents, and should wear (or carry) a large letter cut from pasteboard, and also a pasteboard (or) picture) bird, life size.

Every letter's brought you one,
And, if you'll but listen,
They shall sing of flowery meads,
Where the dewdrops glisten.

Would you like to know the names
Of the birds we bring you?
Listen, we will tell them all,
Then a song we'll sing you.

A.—

A is first, and sweet and true,
An American Linnet I bring to you.

B.—

B is a Bluebird, flitting by,
Blue as the cloudless summer sky.

C.—

Cawing away with all his might,
C is a Crow, as black as night.

D.—

Pretty and gentle, mild and tender,
D is a Dove, in his purple splendor.

E.—

E is an Eagle, sailing by,
Only a speck in the far blue sky.

F.—

Pecking away at a hollow tree,
In gold and brown, a Flicker I see.



G.—

G is a Goldfinch, happy and free,
On a thistle, swinging so merrily.

H.—

Just by the side of the old stone wall
I heard a dear little Hairbird call.

I.—

What will you find as blue as I?
Cries the Indigo-bird, as he flutters by.

J.—

Out on the hemlock I scold all day,
And people call me the "chattering Jay."

K.—

A merry Kingfisher, down by the brook,
You're sure to find me, if you will look.

L.—

I am a Loon, and up on high,
On summer nights you may hear me cry.

M.—

Far in the south my song is heard,
There I am called the "Mocking-bird."

N.—

A bird whose praises the poets sing,
This is a Nightingale I bring.

O.—

Of my queer little nest you've surely heard,
And why I am called the Oven Bird.

P.—

Day or night, "Chea-de-de."
A dear little Peabody-bird you may see.

Q.—

I am a Quail, and with my might
You'll hear me calling "More wet! Bob White!"

R.—

R is a Robin, saucy and bold,
Famous in song and in legend old.

S.—

S is the Sparrow you'll often see
In the thicket singing so merrily.

T.—

With song as sweet as the Thrush's note,
The Tanager comes in his scarlet coat.

U.—

Whistling ever, sweet and shrill,
Comes the Upland Plover from the hill.

V.—

Gently rocked by the summer breeze,
The Vireo sings 'mong the city trees.

W.—

When shadows gather and winds are still,
You may hear the notes of the Whippoorwill.

X.—

Perhaps they were trying my mind to vex,
But never a bird would answer to X.

Y.—

When the air is sweet with the vernal breeze
You'll see the Yellow Bird come with the bees.

Z.—

No bird would come when I called for Z,
So my hands are empty as they can be.

Alphabet.—

Don't you want to learn at once
The name of each "Bird Letter"?
Of course you do, but, just at first,
A song I'm sure is better.

Song. Tune: "Little Reapers," in "Song and Study for Little Ones."

We are little birdies
Flying here and there,
All the happy summer,
Through the sunny air.
Skimming o'er the meadows,
Light as thistle down,
In the leafy woodlands,
And the busy town.

Chorus.

Singing, singing, singing as we go,
Merry little songsters, flying to and fro,
Merrily we're singing, singing as we go.

NATURE STUDY FOR PRIMARY GRADES.

BY M. E. C.

ONE usually disbelieves in work out of season, but through forcing bush and tree cuttings so much is gained one doesn't hesitate to break a general rule in favor of good doing.

If a child is to study the world wonders, he will be doubly prepared to do so if he has watched day by day the changing appearance of bark, and leaf, and blossom buds of clippings in the schoolroom. He cannot come in so close contact with nature's doings out-of-doors as within doors through the forcing process.

Suppose he wishes to know about the life of the cherry tree; it is large; he is distracted by the form picture in his mind of the tree as a whole and its relationship and surroundings. He isn't allowed to climb close to the buds to watch the life throbbing therein each day, but in the schoolroom just that coming into life is under his eye; he wishes to watch, and may be anticipate by handling and opening buds; of these privileges he is not denied; also, he meets ready sympathy on every side, and this sympathy is no small factor in leading the child to search out nature's secrets.

While he watches the development of the clippings, he is training along the line of regular, well-directed observation, which means noticing each day and comparing with what has previously been noted; he forecasts a little, too, and his ability towards forming the power to judge is being roused and prepared for further development.

After in-door doing the child is alert, and wishes more strongly to know and feels a greater need to investigate what is taking place in nature than if he'd not been prepared for what out-doors held for "sharp eyes" and "ready minds."

In all the rooms of the training school in charge of Miss Sunnybright there were placed many jars of cuttings. Each day the time was taken for a report of what the eyes had discovered; sometimes the report was in oral language form, often in writing, frequently in drawing.

As leaves appeared paper cutting was added as a means of expression; later the little child perforated his leaf drawings upon paper, and sewed a silken picture of what he had seen.

In Miss Sunnybright's building one never hears fear expressed concerning the over-development of small muscles to the neglect of the greater, since the child is carefully watched that he may receive an "all the way round" development, and he is therefore not harmed through cutting and sewing.

When blossoms appear a close study is made of them; stem, sepals, and petals are cut in their respective coloring, or lack of it, and mounted. The sepals and petals are not mounted on the flat; but are touched with mucilage at the base, grouped about a centre and turned upward, thus giving, when completed, a flower standing out from the mount, and holding within its cup yellow markings, which represent stamens and pistil. These latter are not given particular study until each child can have individual specimens with which to work, and this lavish use of specimens occurs only when out-doors has awakened. Apple and pear blossoms, together with the horse-chestnut, are closely watched during their forcing, but the real study of each comes when, in May, an inexhaustible supply of cuttings may be had. All leaves and blossoms are reproduced in paper cutting—each child producing the characteristics of his own specimen; leaves are veined by drawing the finger-nail across the surface of the paper, and no part save the stem is mounted on the flat; while bits of silk are used to represent pistils and stamens.

Much of the thought of this doing is still farther strengthened among older children through sewing—not upon cards, but upon cloth. An India silk drawing is made by the teacher on "soft gray" silesia, marked off in short lengths by dots through which the needle is "run" by the child just as in ordinary sewing one "back-stitches." The silesia is held as is any piece of sewing and the flower sewn in silk, or thread, of the correct color.

A child having noticed carefully the growth of the buds of clippings, watched nature awakening out-of-doors, and reproduced in tangible form his thought of all he has seen surely must know more about God's wonderland than one having simply noticed in an untutored way whatever chanced to attract him for the moment.

The Egg in the Nest.

[For reading.]

There was a tree stood in the ground,
The prettiest tree you ever did see;
The tree in the wood, and the wood in the ground,
And the green grass growing all around.

And on this tree there was a limb,
The prettiest limb you ever did see;
The limb on the tree, and the tree in the wood,
The tree in the wood, and the wood in the ground,
And the green grass growing all around.

And on this limb there was a bough,
The prettiest bough you ever did see;
The bough on the limb, and the limb on the tree,
The limb on the tree, and the tree in the wood,
The tree in the wood, and the wood in the ground,
And the green grass growing all around.

Now on this bough there was a nest,
And in this nest there were some eggs,
The prettiest eggs you ever did see;
Eggs in the nest, and the nest on the bough,
The bough on the limb, and the limb on the tree,
The limb on the tree, and the tree in the wood,
The tree in the wood, and the wood in the ground,
And the green grass growing all around,
And the green grass growing all around.

—The Riverside Primer and Reader, Houghton, Mifflin, & Co.



Happy, happy birds are we.
Flitting on from tree to tree.
Up and down, far in the air.
Over woodlands brown and bare
Now once more spring flowers we see
As we fly from tree to tree.
Leaves and flowers again this year
Tell us that the spring is here.

Chirping, singing all the day,
Cheerfully we work and play,
Swinging gayly in a breeze,
Hopping underneath the trees.
Then we build a soft, round nest,
Where three little eggs will rest,
Soon our little birds you'll see,
High upon the orchard tree.

STUDY OF TREES.

BY ADELAIDE V. FINCH,
Training School, Lewiston, Me.

THESE nature lessons introduce primary and intermediate pupils to specific observation of the leaves of common trees. Simple introductory talks lead them to an appreciation of the beauty of trees and their great value to our villages, cities, and country.

Every primary child should be able to recognize the leaves of trees in his vicinity. Observation is quickened by this study as in no other way. Such lessons form interesting data for written language work. Drawing and much "busy work" can be easily related to them. Few technical terms are given. The child tells what he discovers in simple language. Later, an exhaustive study of trees will be a delight.

These brief, suggestive outlines in nature-work can be elaborated by the teacher, and may be adapted to all primary and intermediate grades.

General Talk on Trees.

1. Interest children in trees. Kinds near their houses. Which they like best? Why? Kinds near schoolhouse. What good for? Lumber, fuel, shade, beauty, fruit, etc., etc.

2. Parts of tree: Roots, trunk, head. Uses of each part. Drawings.

General Talk on Leaves.

Each shield has a leaf. (a) 1. Examines closely. 2. Draws. 3. Describes: Size, form, color, surface.

Use words in description, as: Long, short, broad, narrow, thick, thin, glossy, etc.

(b) Parts of leaf: 1. Stem or petiole; 2. Blades.

(c) Parts of blade: Base, apex, margin, surface, framework—ribs, veins, veinlets.

(d) Colors: In Summer, autumn.

(e) Uses: For beauty, for fragrance, for shade for flowers and fruit, for shade for us, for shade for animals, for medicine, lungs for plant, absorb moisture for plant.

General Talk on Sugar-maple Tree.

Most beautiful of all maples. Finest found in New England. Most valuable of maples. Tree fifty to eighty feet high. Very thick shade. Timber good for lumber, fuel, furniture, inside furnishings, ashes(for potash), etc. Especially valuable for "maple sugar."

Short description of methods of obtaining sap and making sugar. (Relate this in written language or compositions.) Average tree yields five to ten pounds of sugar yearly.

Accidental varieties furnish the beautiful bird's-eye maple and curled maple.

When first out leaves tinged with red and purple; green in summer, gorgeous in fall.

Specific Study of Sugar-Maple Leaf.

Specimens for each child. Parts of leaf: 1. Stem or petiole. 2. Blade: Apex, base, margin, surface, framework—veins, veinlets.

Have pupils observe: 1. Long Petioles. 2. Margins not deeply cut. (Parts of blade between cuts are lobes.) 3. Lobes pointed; few coarse teeth. 4. Cuts rounded. 5. Dark green above, lighter green beneath.

Many drawings from specimens.

White Maple Leaf.

Have pupils observe: 1. Long, slender petiole. (Compare with sugar maple.) 2. Margins deeply and most beautifully cut. 3. Lobes pointed; unequally toothed. 4. Cuts pointed. (Compare with sugar maple.) 5. Five large veins. 6. Vivid green in summer. 7. Sap not so sweet as in sugar maple.

Red Maple Leaf.

Have pupils observe (constantly compare): 1. Leaves much smaller than maples studied. 2. Petiole shorter. 3. Not deeply cut margin; finer toothed. 4. Leaves turn to gorgeous colors early in fall or even summer.

The Elm Leaf.

Give talk on the "grand old elms." Each pupil has leaf. Few maples for comparison.

Have pupils observe: 1. Short, stout petiole. (Compare with maples.) 2. Oval shape. 3. Heart-shape base. (Notice difference in sides.) 4. Sharp apex. 5. Double saw-tooth, or "doubly-serrate" margin. (Compare with maple.) 6. Surface smooth above; hairy beneath. 7. Plainly seen mid-vein or mid-rib, dividing blade into two parts. Regular veins. (Notice connection with mid-rib.) 8. Turn golden yellow in fall. (Pupils discover from observation.)

General Talk on "The Brave Old Oak."

Inspire children with a love for this symbol of strength. "The oak tree was especially revered in olden times. One nation had a law severely punishing any one who should dare cut down an oak. The great holes in the bark were considered by the Germans as the pathways for fairies. In all countries it was looked upon as the tree of the gods and a great protection to have one near one's home."

Many oaks in New England. Grand shade trees. Wood valuable for carriages, farm tools, casks, furniture, inside finishings of houses, etc., etc.

Song: "The Brave Old Oak."

Specific Study of Oak Leaves—White Oak.

Specimen for each pupil. Have pupils observe: 1. Very short petiole. 2. General shape (pear). 3. Three or four rounded lobes on each side. 4. Margin nearly entire. 5. Blunt apex. 6. Plainly seen mid-rib and veins. (Compare meeting of veins with mid-rib to that of elm.) 7. Rather silvery on under side. Hairy when young. 8. Smooth and glossy. (Compare with elm and maple.) 9. Does not turn very brilliant colors in fall. (Compare with maple and elm.) 10. This leaf is often used as a pattern in ornamental work.

Red Oak Leaf.

Specimens for each pupil. Have also white oak leaves present for comparison. Have pupils constantly compare the two kinds.

Observe: 1. Difference in lobes, in comparison with white oak. Sharp, ending in bristly point. 2. Compare number of lobes with those of white oak and maples. 3. Observe spreading of lobes. 4. Entire or toothed margin. 5. "Cuts" or sinuses narrow. 6. Gorgeous colorings in fall. (Compare with white oak.)

Antonym Exercise.

An antonym is a word of opposite meaning. The exercise consists in the teachers naming a word while every child writes its antonym and stands. Promptness in thinking is the special virtue.

heat	help
can	lie
dawn	light
fair	present
fear	sick
find	sleep
will	

Lessons on Animals.

LESSONS ON ANIMALS.*—(III.)

BY LOUISE J. HEDGE.

DOG (CONTINUED) AND OTHER MEMBERS OF THE DOG FAMILY.

[Adapted to children studying the geography of the American Continent.]



SINCE the points in this lesson regarding the dog will concern chiefly his habits and characteristics, the charm of the lesson will lie in the true stories which the teacher and pupils can tell to show these traits. The pictures and chart for the previous lesson will serve for this one with the addition of pictures of wolves, foxes, jackals, and coyotes, if possible.

The teacher recalls a few of the most important points made about the dog in the last lesson and then proceeds to the new points.

What senses in the dog seem to you the sharpest? Without hesitation the children reply, "The sense of smell is the sharpest of all."

One child tells that a dog can follow a trail and the teacher speaks very briefly of bloodhounds and their use to track slaves in the old days and of how they lost the trail if the person passed through a stream. The children mention sight and hearing next, and the keen sight of greyhounds is referred to.

"Which could learn more tricks, a dog or a cat?" asks the teacher. A boy who owns a dog says, "A dog could, and he knows more than a cat anyway." "Well, perhaps he does," replies the teacher. "Think over the animal stories you have heard and name some animal, if you can, that knows more than a dog."

This the children find hard. The teacher does not attempt to settle the rival claims of the animals, but brings out the fact that the dog is very intelligent.

The children are then led to name other traits of the dog and the teacher notes them on the blackboard. (See the summary at the end of the lesson.) To illustrate these traits the children have so many stories to tell that it requires tact to get them to turn to the next topic.

"A long time ago, all dogs were wild, just as wolves are now. Do you think they used their power to run swiftly as a means of running away, or of running after something they wished to kill and eat?"

"I believe they ran after animals more," says one child, but another objects, "But my dog is afraid of cats."

"I am glad to have both answers, children, for they will help us. Some kinds of dogs have been taken care of for so long that they have lost their courage, but, when wild, dogs surely chased their prey or their enemies more often than they ran from them.

"How do dogs catch and kill their prey?" "A dog springs upon his prey and bites it," the children say.

"Yes, and he does the same when attacked by an enemy. How is that different from what a cat does?"

"A cat springs too, but he scratches as well as bites," says one, and the thoughtful member of the class says, "A cat creeps up softly to his prey before he springs, but a dog doesn't try to go softly at all, it seems to me."

"That is good. Tell me something now about kittens and puppies,—some one point in which they are similar." "They both have their eyes shut at first," the children reply at once, for this they think very interesting.

"Yes, a kitten gets its eyes open in about ten days, but a dog has to wait about two weeks.

"How does the mother cat, or dog, carry the little ones?"

"She takes the back of the neck between her teeth." It shows how strong the mother's neck muscles and the muscles of the jaw are that she can carry one of her babies so.

"How does she pet them?" she next asks. "She licks them all over and keeps them clean," and "a mother cat purrs to her kittens," are the answers to this.

"You remember how a dog turns around and around before he lies down. That is very interesting, because it is a habit dogs have kept since the time, long ago, when they were wild. Then they used to turn around and around in the long grass, treading it down to make a resting-place.

"Dogs are found almost everywhere, and some of those in far away lands would be very interesting to study about if we had time. You children perhaps know something about the Eskimo dogs, for the Arctic explorers have told us so much about them lately. They look more like wolves than they do like any other domestic dogs, and indeed they are often half-wolves. Their coats are rough and their tails bushy. They have small, upright ears and rather sharp muzzles. They cannot bark like dogs, but they howl like wolves, so that they have sometimes been taken for a pack of wolves.

"What do you know of their dispositions?" "They are fierce and fight," replies some child. "Why do the Eskimos keep so many, then?" "They make them draw their sledges."

"But why not use horses instead?" pursues the teacher. This the children hesitate about, finally offering the suggestion that it is too cold there for horses. "You are quite right. In two ways it is too cold. The horse's coat is not heavy enough to keep him warm there, and, moreover, the kind of food he needs does not grow in such cold places. Then, too, he is not fitted for running on the snow, even if it is crusted over. His hard, compact hoofs would sink in at every step, while a dog, light in weight, and with spreading feet, could run over even a light crust of snow.

"The Eskimos use six or eight dogs to draw a sledge. In spite of the fact that the dogs are so useful, the Eskimo treats them very roughly, beating or

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stoning them if they do not obey. They do not seem to mind this, though. No shelter is given them at night, but their fur is very thick, and they make burrows in the snow to keep themselves warm. Their master feeds them on the salmon so plentiful in those regions, and through the long summer time, when sledging is impossible on account of melting snow, they are turned out to get their own food. They can swim well, with their webbed feet, and so catch fish for themselves, and on land they prey upon the birds, thus getting enough to live upon.

"Now let us speak briefly of other members of the dog family. What ones do you know of?" Both wolf and fox are mentioned in reply and the teacher adds coyote and jackal.

She then tells a few facts about each species, getting help from the children when she can.

The wolf is found in Europe, Asia, and North America. It is usually found alone or in pairs, but in winter often in packs. It is not naturally courageous, but, when very hungry, or with a pack, it will attack and kill with great fierceness either man or beast. It is found chiefly in unfrequented places. The hair is long and coarse and the tail bushy. The color is generally a yellowish gray, though many varieties vary. The length is from three to four feet.

The fox does not live in packs, and is not as savage as the wolf. Its chief characteristic is its slyness, of which folklore bears abundant witness. Its distribution is similar to that of the wolf, with the addition of Africa. It is smaller than a wolf and the ordinary color is reddish above and white beneath. It is noted for the size and bushiness of its tail. It is nocturnal in its habits, and its eyes have an elliptical contraction of the pupil like those of the cat. It barks instead of howling. Its prey is chiefly rabbits and small birds, and the barnyard fowl suffer from its nightly visits. It is notoriously fond of grapes. It is cruelly hunted for sport, its swiftness adding to the keenness of the chase.

The jackal lives in packs in Asia and Africa. It is smaller than the wolf, with a shorter and less bushy tail. It may be tamed and then becomes much like the domestic dog. Its cry is a combination of a howl and three yelps, most terrifying to hear.

The coyote of North America is much smaller than the wolf and has a very long bushy tail. Its prevailing color is brownish in summer, grayish in winter, with the underparts whitish at all times. Like the wolf, it is found occasionally in packs. Its howl is quite different, however. Its food is small animals, such as rabbits, but when these fail, it will even eat prickly pear. It is less savage than the wolf, but defends itself fiercely when attacked. In captivity it becomes quite gentle. It is not very swift, being easily overtaken by a good horse. It burrows in the ground.

At the close of the lesson the blackboard presents this summary:—

In the dog the senses of smell and sight are the keenest.

The dog is usually very intelligent, affectionate, and faithful. In many qualities, such as honesty and gentleness, dogs differ widely.

Swiftness in running and sharp teeth serve in catching prey and as a means of defense if attacked.

A puppy does not get its eyes open until it is about two weeks old.

The mother dog carries it in her mouth by the loose skin of the neck.

A dog still has habits of the wild dog.

The Eskimo dog is wolfish. He is used to draw sledges. He is very hardy.

Other members of the dog family are the wolf, fox, jackal, and coyote. They are all wild.

PAUL REVERE.

BY MARA L. PRATT.

[A reading lesson for Patriots' Day.]

PAUL REVERE was a Boston boy.

He lived near the Old North church.

He used to look up into the belfry and listen to the bells.

This church looked down upon the Charles river and off across the towns.

Just on the other bank of the river lay the town of Charlestown, across the marshes lay the quaint little village of Medford, and a few miles farther off were the towns of Lexington and Concord.

Now, the British had put taxes upon the people who lived in these little towns.



PAUL REVERE'S BIRTHPLACE.

They said they had a right to tax these people.

The people said they had no right.

Then the British sent over soldiers.

They made a great camp on Boston common.

"If you will not obey," they said, "then we must force you to obey."

One day the British soldiers seemed very busy. The Boston people wondered what they were planning to do.

"They are planning some mischief, you may be sure," said Paul Revere.

Paul Revere watched them all day long.

"I believe they are planning to go out and attack the towns round about," he said, "and if they do, then these towns must be warned."

Now, Paul Revere had a friend who had watched all day with him at the Green Dragon.

The Green Dragon was a quaint little tavern where the patriots liked to meet and talk over British affairs.

They were sure the British were planning some mischief, for when darkness fell, they were busier than ever.

Soldiers were hurrying about, flashing lanterns. Officers were giving whispered commands.

"Now," said Paul Revere to his friend, "I will row over across the Charles and wait there on the banks.

"You go up in the church tower and watch the British.

"If you see them march out from their camps, give me a signal.

"If they march on land, hang one lantern from the Old North tower.

"If they march down to their boats, hang two lanterns from the tower.

"Then I will ride through every Middlesex village and farm, to warn the country folk to be up and to arms.

"Now, good night"; and Paul crept into his boat and silently rowed across the Charles.

But the friend hurried back into town and watched.

By and by, from his hiding place, he heard the muster call.

Then he heard the tramp of the soldiers' feet. He shaded his eyes with his hand, and peered out into the darkness.

Yes, the British were marching! There could be no doubt!

But which way! He crept out into the light! He ran along a dark, narrow street!

To the boats! To the boats! He was sure of it; and seizing his lanterns he ran up the hill to the church.

In at the door, up the creaking stairs, straight into the belfry, he hurried.

Then he stopped to look and listen. Then, down by the river he could see the British moving. They were close by the shore!

No time to be lost!

So he hung one lantern out from the belfry window.

Paul Revere saw its light flash out.

He mounted his horse and seized the reins.

Would there be another lantern? Yes, there it was! and with a whisper to his good horse, away he flew up the road.

The sparks struck out from the horse's hoofs! And in one moment both horse and rider were far out of sight.

It was 12 o'clock when he crossed over into Medford town!



PAUL REVERE'S BURIAL PLACE.

On his left, behind the tall old elms, stood the Royal house.

Straight up to the doorway he rode, and pounded with the great brass knocker upon the heavy door!

"What is it! What is it!" the people cried, and rushed to the doors and windows.

"The British! The British! They come! They come!" Paul Revere whispered hoarsely; "and I am to awake the minutemen all the way from here to Lexington!"

Then the people brought the rider wine and bread and made themselves ready to help arouse the town.

And when he had eaten on he hurried, up the street, across the field to Lexington.

"Awake! Awake!" he cried, as he pounded on the doors of the houses by the roadside! "Awake! To arms! To arms!"

And before the people could question him, away he had flown, up the road and out of sight.

At 1 o'clock he had reached the town of Lexington.

At 2 o'clock he crossed the bridge into Concord town.

The birds were beginning to awake.

The sheep were bleating, and here and there sounds of crowing cocks were heard.

"Awake! Awake!" he cried. "The British! The British! They come! They come!"

Soon every household in Lexington and in Concord was wide awake. Every minuteman was ready with his musket.

"There will be a battle," they said.

Then the mothers hurried to make ready the breakfasts, and when the breakfasts were eaten, then they made the great fires hotter and hotter. For there would be need for shot—more than they had, perhaps. So the women gathered together the pewter plates and tea urns and sugar bowls. They melted them in the hot fires and made them into bullets.

And all this time the British were marching straight towards Lexington.

"Strange how these country folk knew we were coming," the officers said. "Could anybody have warned them?"

"But you know the rest. In the books you have read,
How the British regulars fired and fled—
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

"So through the night rode Paul Revere,
And so through the night went his cry of alarm
Through every Middlesex village and farm,
A cry of defiance, and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!

"For, borne on the night-wind of the past,
Through all our history to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoofbeats of that steed,
And the midnight message of Paul Revere."

—Adapted from the Moderator.

The supplement of this month is an excellent likeness of Henry W. Longfellow, who is beloved by young and old, and a beautiful picture of his home. Every school should have a portrait of Mr. Longfellow and Craigie house, and this is the best of its size ever presented to the schools. The Journal for January 28, '97, containing a "Longfellow Folk Party," will be sent free to any subscriber of the American Primary Teacher upon application.

NATURE STUDY FOR APRIL.

BY ARTHUR C. BOYDEN,
Bridgewater Normal School.

LESSONS ON GERMINATION.

FIRST YEAR—THE LITTLE PLANT IN THE SEED.

AS the first step in the work it is well to ask the children to make a collection of different kinds of seeds, large ones and small ones. Among these should be different nuts, grains, vegetable seeds, grass seed, and flower seeds, for the greater the variety of material for use, the broader will be the truth taught. These seeds should be kept in some neat form for use, and they can be used for "sorting" exercises by the children. Such exercises are valuable in developing power to distinguish at sight as well as in calling attention to prominent marks of distinction.

COVERINGS OF SEEDS.

Begin with the nuts, as their coverings are an evident protection for the winter, and as they rest on the surface of the ground they need a hard, thick covering. Next call attention to the smooth, hard skin found on other seeds. These seeds are smaller and are usually buried somewhat in the earth. Even the smallest seeds are covered by a skin to protect them while they rest during the winter's cold. On many seeds can be found scars which show where the seeds were attached in the fruit and where the life of the plant entered the seed.

THE NEW PLANT IN THE SEED.

By soaking seeds like the bean, pea, squash, or corn the parts can easily be found. The thin skin slips off and reveals the swollen thick parts. These easily separate, so as to show the young plant safely covered between them. This little plant has perhaps so expanded that the parts can be distinguished enough to make out a stem and tiny leaves. In the corn the thick part seems to be on one side of the young plant. Other seeds at hand should be examined for this same purpose that the thought of the little plant in every seed should be impressed, for this is the essential meaning of a seed. The thought will be started in their minds that the thick parts not only protect the plant, but are a storehouse of food for its growth. This latter thought will become surer as the growth of the seed is watched.

GROWING SEEDS.

Seeds may be planted by the children in at least three ways for the sake of illustrating different facts in their growth: (1) Some small seeds may be planted on moist cotton floating in a tumbler of water; flaxseed is especially good for this purpose. This plan illustrates the growth of the root with its fine hairs for taking in the water that the plant needs. From day to day all changes can be carefully watched and reported by the children. Some other small seeds may be tried in the same manner. (2) Beans, peas, corn, acorns, and horse-chestnuts may be planted in a box of moist sawdust. From time to time these can easily be taken out for examination and then returned. All the different parts can be watched, the thick parts shrivel up as their food is given to the growing plant, and gradually all the new parts of a plant are formed, root, stem, bud, leaves. No two seeds will grow exactly alike, yet each will form all the new parts. The differences of growth will attract the interest, especially if only one new kind is used at a time. (3) Seeds planted in a box or pot of soil will illustrate the manner of appearing above the ground. If these are all planted on the same day, a simple record can be kept on the blackboard of the time it takes for each kind to sprout, and in some cases this will call for patience on the part of the watchers. As the plants appear a great many differences will spur on the little observers to report all they can see, their spontaneous thoughts will reveal the child view of nature. These exercises will illustrate some of the needs of a sprouting plant—the water that the roots bring to it, the warmth of the schoolroom, the food stored up in the seed, and the sunlight which makes the new leaves green. The growing plant also needs the good soil for its supply of food that it may continue to grow.

EXPRESSION.

Largely oral—what the children see and think. Three prominent truths about plant life have been brought out by these lessons, and they have been repeated in many illustrations. Names of the growing plants can be copied, names of the plants and their parts may be used in many of the reading and copying sentences. Simple sketches may be made of the parts of the sprouting seeds. Myths and poetic selections appropriate to the spring time will increase the children's appreciation of the meaning of this season in nature's work. A new sympathy in accord with the spring awakening is the aim.

SECOND YEAR—THE PARTS OF THE YOUNG PLANT.

The collection of different kinds of seeds should be made as before. The facts about the coverings of the seeds should be reviewed if they were taught during the first year. Also the new plant should be found in various soaked seeds. Dry and soaked seeds may be sketched in outline to show the difference in size.

PARTS OF THE SEED.

These are apparent in the soaked seed and can be observed quite carefully by picking the seeds apart with a pin. The children should be encouraged to tell all they can see or think about the skin—it is smooth, thin, tough, fits the seed perfectly, slips off easily, is often transparent, etc. It protects the thick parts, and keeps all close together, but when the seed is done with it, then it slips off easily. In the same way the thick parts are described—their number, size, color; they are made soft by the water, taste sweeter, slip apart easily. They cover the little plant as well as supply food for it to grow. The form of these can

be sketched. The little plant is found and its position carefully observed, also the parts that can be made out, the small stem, the folded leaves on the end of it. The direction in which it has started to grow is usually apparent. This seed can be put aside and another one used to impress similar facts. The essentials are a skin, food, and a plantlet.

FORMATION OF NEW PARTS.

The same three plans of planting may be used as in the first year. More careful observations can be made of the parts as they form. The stem lengthens, carrying the leaves up with it; the root begins to appear at the lower end of the stem, and as it grows down into the water the hairs are carefully watched for, because these suck up the water. Often the fuzzy appearance is all that can be seen. On the upper end of the stem the green leaves appear between the thick parts, which grow smaller as the new parts grow. Now we have the essential parts ready for the plant to grow, root, stem, leaves. Other seeds will show the same, but in a different manner; the seeds planted in the ground will show many differences: in some the thick leaves are pushed up above ground, while in others the green leaves are the first to appear. It is the process which is to be watched by the children and reported. They can sketch one of the plantlets with its three parts.

GROWTH OF PARTS.

As the growth continues the changes are particularly noticed in order to see how the young plant is going to take care of itself. The root grows longer and throws out some branches to help it cling to the earth, as well as to get more water. Many little thread-like rootlets grow out all along its sides. This is seen in the seeds growing in sawdust, and by pulling up one from the soil it can be shown how firmly it clings. The stem also has lengthened and buds appear, which grow into new leaves. Soon the branches appear, carrying the leaves upward and outward into the sunlight and air. The different ways can be watched best in the plants growing in the soil. In time buds will form that have flowers in them; these will bloom and ripen into fruit which contains seeds, and the cycle of life is completed. Sketches can be made of branching roots, and of branches of the stem bearing leaves and buds. Some sprouting seeds can be brought in from out of doors and their parts noted; e. g., maple and ash plantlets.

EXPRESSION.

Oral still prominent in describing plant growth. Names of parts and their qualities used in sentences, which may be written from the vocabulary, in answer to questions, or in original forms. These descriptions may accompany the simple sketches. Copying of interesting poetic selections is helpful, also the reading of some of the best myths about springtime. How the plant grows from seed to seed is the thought to be impresed in this grade.

THIRD YEAR—COMPARISONS OF GERMINATING SEEDS.

Collections of seeds should be made, as in previous years, and these can be grouped, (1) those with a very hard covering, such as nuts of various kinds and the stone fruits. It will require the frost of winter to break this covering, and many nuts can be found in the spring which have been thus broken. (2) Those with a thick skin; e. g., horse-chestnut, chestnut, acorn fruit. By planting these in moist sawdust it will be found that the young plant has force enough in it to break through the hard covering. (3) Those with a thin skin; e. g., bean, pea, squash. These are easily burst by the growing plant, just the swelling is enough to break the skin. Lists of these groups can be made on the board, and they will serve as texts for written descriptions.

ARRANGEMENT OF THE PARTS IN THE SEED.

This is best found by a set of comparisons between two seeds like the bean (squash, pea) and corn. (1) Sketch the dry seeds of each, follow this by a sketch of the same seeds soaked for twelve hours. This is to emphasize the changes in size and shape in the first change that comes to a sprouting seed. The two should be compared to see if they change alike. A careful oral report is made of this comparison. (2) Study the soaked seeds together for comparisons, the outside skin and the effect of the soaking, which slips off the easier? Next the parts that can be distinguished, with their names—the two thick cotyledons of the bean with the little bud (plumule) between them. This has a distinct stem (caulicle) and two small leaves already formed. A sketch on the board with names attached will help fix the names, and they should be used constantly in the oral and written descriptions. The cotyledons can be spread apart and a sketch made.

The corn is quite different; on one side of the seed is the single cotyledon, and the little plumule is only slightly developed, while the largest part of the seed is taken up with the food stored for the young plant. This should be sketched and described as before.

GROWTH OF THE SEEDS.

(3) Sprout the seeds in the moist sawdust and report the differences in the ways of growth once or twice a week till the plants have developed their plan of growth. The roots, stem, leaves, buds, should be compared and as far as possible sketched. The cotyledons will be prominent in the changes in the bean, but little noticed in the corn; the main root with its branches will differ from the clustered rootlets of the corn; the broad, unfolding, net-veined leaves of the bean are markedly different from the uncoiling parallel-veined corn leaves. This will impress the truth that different plans accomplish the same result. Children may be tested by a few simple questions written on the board. (4) Seeds sprouted in the soil. Large, medium, small, and very small seeds may be

planted at the same date, the record being made on the board. The conditions are kept the same and comparisons are made and recorded—the number of days required for each to appear above ground; the first thing to appear, cotyledons or plumule; the time required for the first leaves to fully open; the kinds of leaves, and arrangement of the branches, etc. Under each of the four headings a careful record is made for the purpose of developing thorough observation of details. The horse-chestnut, acorn, squash, and grass seed will serve as illustrations of four that may be selected. The record should be carefully copied by the children.

Planted April 4.	Date sprouted.	What appeared.	Date of 1st branch.	Kind of leaves.	Result May 4.
Horsechestnut					
Acorn.....					
Squash.....					
Grass.....					

Many other things will be noticed and orally reported, for the object is to see every change that takes place. The thoughts regarding the meaning or value of any of these steps are to be encouraged, always referring to nature herself for the answers to unsettled questions. The aim of this year's work is power to compare processes of growth.

FOURTH YEAR AND INTERMEDIATE GRADES. THE CONDITIONS OF PLANT GROWTH.

This work should be more advanced than the previous, and the children are to find truths of nature by simple experiments. As far as possible the planning and care of the experiments should be theirs in order to make the meaning more real to them. These experiments relate to the conditions of soil, moisture, and sunlight. One factor only is varied, while the other conditions remain as near alike as possible. One day each week is used for the observations of each set of experiments.

SOIL.

Four or five dishes or pots are prepared, and the conditions carefully talked about as to their object.

1. Beans or corn are planted on cotton in a tumbler of water without any soil. 2. Same planted in sand. 3. Clay. 4. Loam. 5. Gravel. These are all kept in sunlight in the warm room, and equally well watered. Let the children think out the best conditions and learn to wait for results, not anticipate

Planted April 4.	Date of sprouting.	Appearance 2nd week.	Length, inches, 3d week.	Appearance 4th week.
No. 1....				
No. 2....				
No. 3....				
No. 4....				
No. 5....				

them. On the selected day the observations are carefully made, the record filled out and copied, and the various thoughts discussed. More patience is also suggested before conclusions are drawn.

The thought to be emphasized is the value of good soil to a plant, and suggestions as to what it can supply as food for the plant. Geographical illustrations and applications should be made from the local neighborhood. Let the children select illustrations and tell the amount of vegetation and kind adapted to each soil.

MOISTURE.

In a similar manner it is decided to plant seeds. 1. In a very wet soil (keeping it so all the time). 2. In soil with average moisture. 3. In a dry soil. These pots of soil are kept in the same conditions in other respects. Another day in the week is selected for this series of observations.

Planted April 5.	Days to sprout.	Appearance 2nd week.	Appearance 3d week.	Result 4th week.
No. 1....				
No. 2....				
No. 3....				

The thought to be emphasized is that of an appropriate supply of water, and nature's way of giving it. Application can be made to deserts, to the kind of vegetation adapted to swamps, and to the conditions of ordinary vegetation.

SUNLIGHT.

Three experiments can easily be thought out to answer the question of the need of sunlight. No. 1 is kept in a sunny window. No. 2 is kept out of the direct sunlight. No. 3 is kept in a dark closet.

Planted April 6.	Date of sprouting.	Length in inches.		Color of parts.	Result 4th week.
No. 1.....					
No. 2.....					
No. 3.....					

The thought to be emphasized is the essential work of sunlight in giving warmth and producing the green color of vigorous growth. To show nature's plan apply the weather record for the month by noting the days that are sunny in whole or part. If it is not feasible to try all these experiments, select one line and faithfully derive its lesson. Different rooms of a building can divide up the work and compare results, thus each room gets the full value of its own work and derives something from the others.

EXPRESSION.

The records are carefully kept; this is a valuable form of expression. Exact seeing and describing of experiments and observations is one of the best forms of oral work. The free expression of the thoughts will give variety of language and many of the results will be surprising to those not familiar with the facts. The aim of this work is to learn how to question nature, and how to read her answer honestly and with faith. A simple beginning can be made in these years.

* Miss Merry's Fridays. *

THE CURIO CLUB ROUND-TABLE.—(II.)

BY JEAN HALIFAX.

THE EXCHANGE BUREAU.

WE found out last month that the teachers in the Indian schools, the missionary teachers in far-away India and Turkey, and in fact in every country in all the wide world met around the C. C. table, by proxy, at least, with their contributions of letters, songs in foreign tongues, curiosities, pictures, etc. But you must not for a moment suppose that the Science Hillites would be "spongey," as the boys say. No, indeed. They in turn sent their contributions, to repay those distant schools, and it is of this system of exchange that I will tell you.

The teachers in all the schools of the circle were enthusiastic over the plan, and all found it wonderfully helpful, and wished that every teacher would try it. So each one in the round-table group of visitors wrote to her or his especial friends who were engaged in teaching, and they wrote to others still.

The Science-hill circle paid mail and express rates on all that was sent to them from missionary schools, and from schools at home as well, if those schools could not afford the money required.

How was the circle able to afford to pay the rates? Well, that's another story, too. But it was by having a series of five-cent entertainments; the price of admission was so low that everybody could attend the whole series. And it made "something to go to," and an interesting and instructive time for the school and the community.

And what was in the Exchange? Well, almost everything a school could need.

I.—SCHOOL HELPS.

Miss Merry sent what Sam called "idea samples." Every plan she tried and found successful in her own work was sent on to some school in the ever-widening circle.

For instance when the "medallion fad" was raging, she had the older scholars make copies of the different bookmarks, a set for each school that would find them useful.

They copied lesson-plans which they had made out, and found good; busy-work of all kinds, old and new.

One of the little first reader folks made five sets of alphabets for word games to be sent to a busy teacher of little folks in Illinois. He was too young to study all the school-time, and the alphabet work kept him happily employed for several days, between his study-times. But a child's printing would not be fit to use, you say? He didn't print the letters himself. He used Miss Merry's little dollar typewriter, which printed only capitals. And, by the way, that was one of her "ideas."

You see, there's something fascinating, to a child, about a typewriter. Try it and see. And Miss Merry had promised that just as soon as a little "C" could write and read "at sight" every page in the reading charts, he should have the privilege any day when his lessons had been well learned, and his general behavior good, of using the typewriter for five whole minutes sometime in the afternoon. And what fun the little folks had with it!

Once, when a school away off had sent each Science Hillite a "Christmas card," in the shape of some tiny Japanese bookmarks, they sent in return a similar typewriter to the little folks in the Sunrise kingdom. But the exchanges, as a rule, only cost them a few cents.

It was fine drill in normal work for the future teachers among the A's, too, to make out copies of lesson helps, to explain how they were working, etc. Miss Merry noticed what close attention was given after this to every explanation or suggestion of hers.

And the A's read Miss Merry's educational papers, and when they had a chance borrowed and read others, in search of something helpful for the teachers who were so kindly helping them. You can readily imagine what a good influence this reading had on the school, and how the scholars slowly but surely grew more thoughtful, earnest, and intelligent; and what a real help it was to their teacher as she realized how strong the "firm" spirit was growing, and how great a personal interest each scholar took in his school.

II.—THE COLLECTIONS.

The foundation of the round-table had been the Curio club, and that club made a specialty of collecting, you remember.

Christmas cards were sent to missionary schools; booklets of pressed ferns (all botanical specimens were neatly glued or mounted, labeled, etc.) were made for a school in the city where the children had no access to ferny nooks; seeds, bulbs, etc., to a school in the West that wanted to try planting some varieties not found in their place; a box of trailing arbutus, and a tiny fir (sent by freight) for a school in the South, where these two strangers never had been seen; a stamp-collection (very small) for a school in Virginia; a collection of feathers (of birds native to the Science Hillites' state) for a school in California; some bird-nests for a New York school; samples of the various kinds of wood (to be found around Science hill) for a school in Boston; a collection of nicely pressed and labeled wild flowers for that Cherokee school, etc.

And in return the Science hill school has received so many donations that the Curio club cabinet has had to be extended, until now the shelves reach to the ceiling. And there's material for many a pleasant and profitable Friday to come.

Once they had a flower day, and they could show specimens from almost all over the world, including

a thistle from Scotland, a magnolia leaf from Louisiana, and a lily from Palestine.

Each flower told its short story, and although there was not time for a large number of flower representatives to appear, Mary Morton promised to keep up the flower receptions weekly through the summer, when the teacher would be absent for her vacation, and when school began again the reception committee would give some more flower days.

We must tell you about those receptions some time, for they had good times at them, you may imagine.

With such a herbarium as they were gradually gathering together, the scholars were growing more familiar with botanical specimens in their own country and in other lands than they could possibly have been with many terms of text-book lessons.

Make little booklets of your native wild flowers by the dozen, mount and label them (that was left for Friday work, usually, though some Saturday afternoons were given to it), and by the time you have finished the twelfth you will be decidedly more familiar with the said specimens, hard names and all, than when you began!

Such delightful times as they had, Miss Merry and all of them, spring afternoons, or early summer mornings, before breakfast, or any time when the young folks were not needed for the daily household tasks and "chores," off in the woods or meadows, getting booklet material.

The scholars did most of the gathering, for Miss Merry was kept busy explaining and answering questions. "Yes, Timmy, that's blood-root; squeeze this rhizoma, or rootstock, and you'll see why it's so named. There! isn't that juice blood-colored? From each bud of this root-stalk you see there springs a single large, glaucous leaf, and a scape about six inches high, with a single flower. The leaf is kidney-shaped, Will. Count the petals, Annie, please. Yes, there are eight in two series. Mary, will you take charge of our Sanguinaria Canadensis specimens? What's it good for, did you ask, Joey? The juice is an emetic." And so the work would go on, one set gathering, the other pressing (temporarily) and noting down the name, etc. Those who gathered on Monday would do the pressing and noting Tuesday, and vice versa.

Then when the specimens were dry and ready to mount, and a leisure moment had arrived, the botany materials, white paper, glue, etc., purchased with the round table fund, would be brought out, and little booklets made. The covers were of heavy, dark botany paper, tied with baby ribbon or cord, with "Wild-flowers from Science Hill, ——, ——," in fancy gilt-lettering on the front cover. You can supply the blanks—the name of the county and state, for I must not "give away" the where-ness of this Science hill school, or they'd never forgive me, I fear.

And how glad those other schools were of these dainty "souvenirs" from a sister school! It made them want to work hard enough to send something equally good in return. So both sides were helped.

And you can see that with all those schools in the circle waiting for some specimens or "helps" from you, you couldn't spare a minute for idleness in school or out, for the quicker you sent your contribution, the sooner the mail brought you something new and interesting in return.

EARLY WILD FLOWERS.

BY HELEN DEANE.

THE SNOWDROP.

THERE is a legend in Germany that the snowdrops are little bells made for the angels. The angels come down and ring these in the early spring days in order to wake other flowers from their winter sleep. The ringing of these bells is to proclaim to all the flowers that the time of the singing of birds is come.

The snowdrop is a brave little flower, for it does not fear the chilling winds, the cold blasts, or storms, but bravely pushes its way through the snow in our meadows and orchards.

The flower has three outer and three inner petals. The three outer divisions are of pure, silvery white, and are spread out so that it looks like a little bell. The three inner divisions are shorter, tinted with green and are slightly notched.

The stem is slender and three or four inches long. Its leaves are long and narrow. Its roots are bulbous, and produce two leaves and one single stem with the drooping flower.



There is a pretty story that tells us why this flower nods its head and why it is called snowdrop. Long, long ago, the first one that grew resolved to keep its head very erect. But as it grew taller, its head felt very heavy, and when the cold northeast wind rushed over it, it shivered and felt sad. The flower soon saw that the birds had not come, that the snow was all about, that the sun looked pale and not another flower was in blossom. So the flower dropped its head, half closed its leaves, and looked down at the snow. The snow was sorry to see the flower so sad, so the snow sparkled like diamonds and tried to look bright and cheerful.

The snowdrop liked to look at the sparkling snow, and they became the best of friends.

This is why the flower always drops its head and is called snowdrop.

THE WOOD ANEMONE.

The word "anemone" is from a Greek word and means wind. We are sometimes called the "Wind-Flower." People used to think we opened our blossoms wider when the wind was blowing. We are among the first flowers of spring, and sometimes Earth has a cold welcome for us. We are busy in

April whitening the hillsides with our blossoms, and we carpet very large spaces in the woods.

Each one of us has a long slender stalk by itself. We think it is much better so, but we have some relatives who share the same stem together. People say that some of us are as daintily tinted as a sea-shell.

We dress mostly in white, shades of pink and purple. We surprise the children sometimes, for some of us have five, some six, and some seven petal-like sepals. Our leaves are deeply cut. Do you not think them pretty?



Wood Anemone.

We are a large family and have a merry time dancing, nodding, and swaying together during the spring days.

Long ago we grew only in the far East, and our roots were brought to America.

We improve by culture and travel; do you not think so?

BLOOD-ROOT.

The blood-root is found upon the borders of woods and occasionally upon hillsides.

It creeps along slowly, and through the earth and brown leaves sends up a stalk that bears a leaf, but this leaf clings closely to another stalk. Soon this second stalk bears a waxen, snowy white flower. When the flower is in full blossom the leaf expands. This is one of the loveliest wild flowers of early spring. It has many bright yellow stamens that look like a golden heart.

After the blossom falls the leaf continues to grow. Is it not a beautiful leaf? What other flowers have a similar leaf? The blood-root likes to spread its leaves out in the sunshine. The leaves are its lungs. The underground stem looks something like a potato, does it not? The roots look like little threads. If this root or stem should be broken, it would give out



Blood-root.

a red liquid. The Indians once used this with which to decorate their faces and tomahawks.

TRILLIUM.

Preparations.—1. A newspaper spread upon each desk or upon a large table. 2. If possible supply each child with a plant. 3. Have a large drawing of the plant upon the blackboard.

Observations.—I. Examine the plant as a whole, its underground stem, its slender roots, its graceful stem, its ovate leaves, three in a whorl, a little below the flower, the veining, base, apex, color and surface of the leaves.



Trillium or Wake Robin.

II. Examine the single terminal flower, its shape, its three sepals, and three petals, its color (sometimes white turning to pink or marked with green, again purplish red).

III. Examine the interior of the flower. (This may require a glass.) Its six stamens and three pistils.

IV. Compare this with the bell-flower, adder-tongue and tulip. It is well to press and mount the flowers studied by the children.

Special attention should be paid to the poses of children when standing. They should not be allowed to rest exclusively upon one foot, as is a common habit, for this position throws the spine to one side. Teach them to carry a book upon the head occasionally, when walking and standing, to keep erect.—School Physiology Journal.

STORIES FROM BRITISH HISTORY.

BY PAMELA MC ARTHUR COLE.

HAROLD AND WILLIAM.

XIV.

DID Harold intend to keep his promise to Duke William? Perhaps he did at first, and afterwards yielded to a temptation which must have been a very strong one. All we can know with certainty is that he became king of England and was crowned on the very day of King Edward's death.

News traveled but slowly in those days, when there were no post-offices, and few persons wrote letters, still an old proverb tells us that "Ill news flies fast," and the report of Edward's death and Harold's broken promise reached William. He was full of anger, as we may suppose. He was silent for a while, but when he did speak, he called Harold some hard names.

He soon summoned a meeting of the nobles of Normandy, and told them his intention of going to war with Harold for the crown of England. It is to be supposed that he thought he should have no trouble in raising an army and going directly to England, but the Norman barons were not so willing as he had expected. They complained of a ruler who was so often at war, for Duke William had given them a plenty of fighting to do with one nation or another.

Then, too, they were in debt; to carry on a war, money would be needed as well as strong arms and sharp swords; many of them were afraid of the voyage; although it seems short to-day, it looked long in those days, and many, indeed, most of those nobles had never been in a ship in their lives.

In short, they were not pleased with this new plan, and they showed that they were not. Instead of sitting quietly and speaking, one at a time, as well-behaved people did then in public meetings, and as they do now, they all talked at once, and made so much noise that the meeting broke up into little groups, and each man talked to as many listeners as he could find willing to hear him.

Duke William withdrew from this stormy assemblage, and sent for the barons to come, one or two at a time, and talk with him. He persuaded them to join him in the expedition he had planned, and one of the promises he made was that they should all share in the spoils to be gained in England, which was a fair and fertile country. He made the same promise to the people of the different French provinces, his neighbors, whom he invited to join him, and he kept these promises, too, as the Saxons found to their cost.

The unwilling spirit of his nobles was not the only obstacle that William encountered. After his vessels were ready for sea, and every man aboard, they were delayed so long for want of a favorable wind that the people were discouraged. "It is plain," they said, "that we shall never reach England." The wind changed, however, at last. It was late in September that the fleet reached Pevensey, on the coast of Sussex.

XV.

Harold enjoyed his kingdom but a short time. He was a brave soldier, but there were fearful odds against him.

During the exile of Godwin, the father of Harold, he had spent some time in Flanders, and Tostig, one of his sons, had married a daughter of the earl of Flanders, a sister of the wife of William of Normandy. Henceforth Tostig cared no more for England and his own family, but came with the king of Norway to attack England at one point, while Normandy was landing at another.

The army of Tostig and his allies was a large one, but the spirit of England was roused, and Harold gained a signal victory. He was hopeful of similar good fortune against the Normans, as he had heard that William's voyage would be delayed till spring. Then he would have had ample time to prepare. He might have collected a larger army; he might have procured foreign assistance, but he had time for none of these things.

The first news of the arrival of the foe was brought him by a knight from the neighborhood of Pevensey, who had come on his fleetest horse to bring the report. The Normans had landed and erected a fort, which they had brought, prepared in pieces, in their vessels. The fort was enclosed by a fosse, or deep ditch, in the style of the time, and it was plain to see that the strangers would not be easily driven away.

Harold saw little hope, but he made an effort to drive off his enemy, or rather to buy him off. He made liberal offers, not only of his own treasures, but the spoils he had taken from the king of Norway. But William was not to be bribed. He had come to settle himself on the throne, and he would not give up that hope for anything else that could be offered him.

It was on the fourteenth of October, 1066, that the battle of Hastings (as it is usually called) was fought. There was a terrible loss on both sides, but the Normans were victorious. William remained unwounded, Harold was killed. He was buried at Waltham Abbey in a church which he had founded, and the only epitaph on his tomb was "Harold Infelix," the unfortunate Harold.

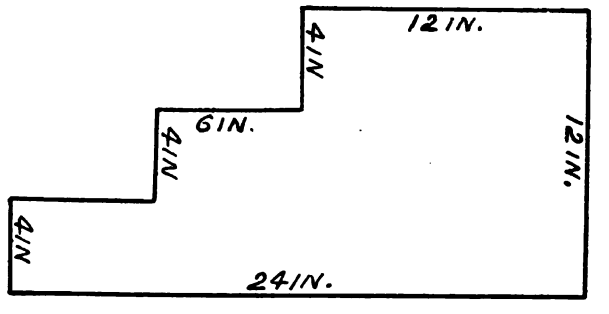
The rightful heir of the crown was Edgar Atheling, a grandson of Edmund Ironside—he had been long resident in England—and some of the Saxons were ready to make a bold stand, and endeavor to make him king, but the archbishop of York and some of the other clergy met William as he entered London, and offered him the keys of the city in token of submission.

He was crowned on Christmas day in Westminster Abbey. He had gained the kingdom by conquest, certainly, but there was a pretense of making it a matter of choice, for before placing the crown on his head, the archbishop asked the English people present if they would have him for their king, and they answered with loud shouts, extremely loud, indeed, for one old historian tells us that their shout "so shook the abbey that twenty knights that sat thereon were bestrewed on the ground." The noise was heard by the Norman soldiers who were standing outside, and made them quite anxious, until the new king appeared at the door in his crown, when they were made to understand.

William is known in history as William the Conqueror. With the battle of Hastings ended the Saxon rule, which had lasted (with slight interruptions) nearly six centuries.

Measuring a Figure.

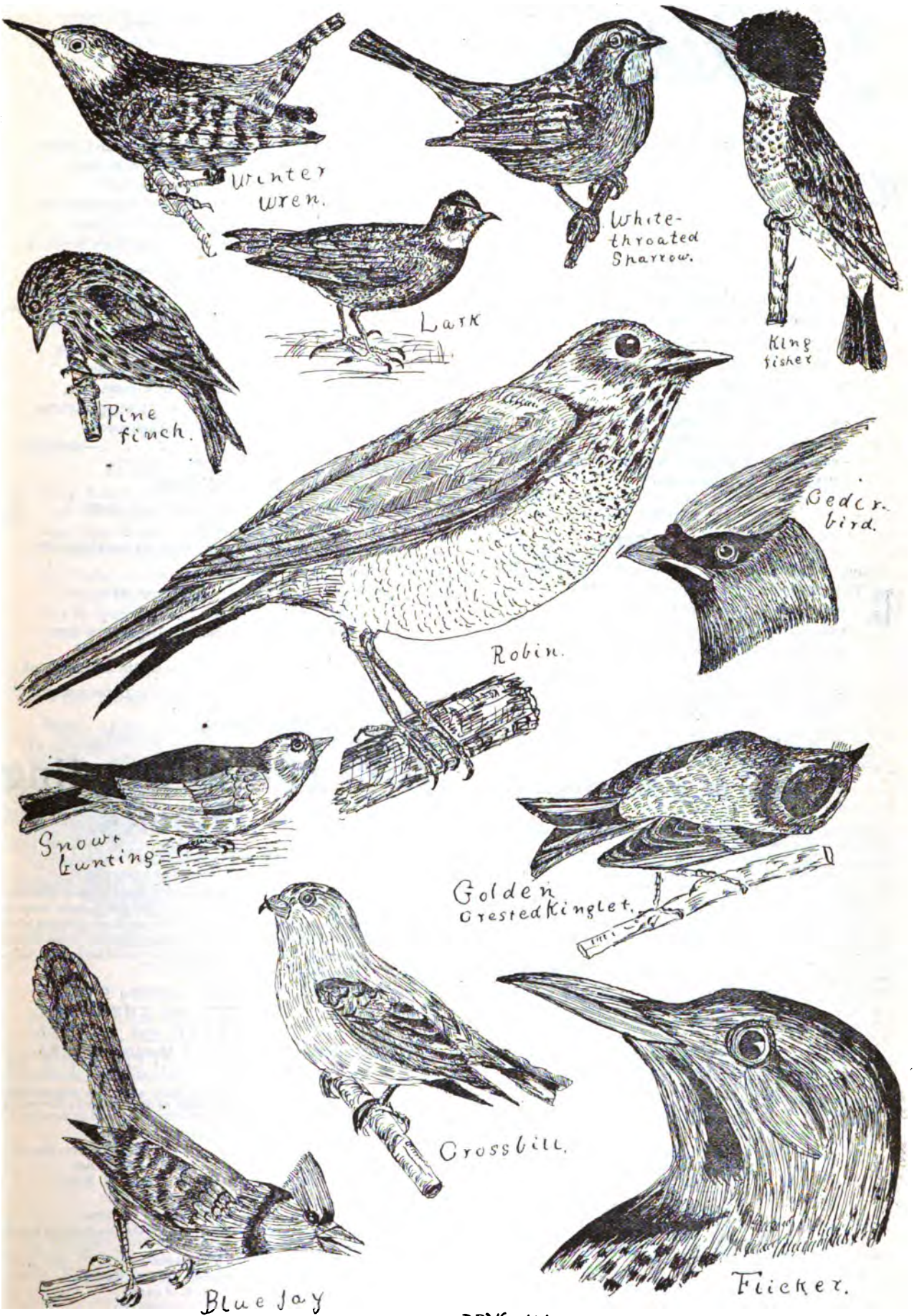
Draw upon the board a figure like the following:—



Have the children copy this figure from the board upon a scale of one inch for every six inches upon the board.

Have them figure the area of the figure upon the board, also of the figure upon the slate.

Find the area, if the twelve-inch line was thirty inches.


Winter wren.
White-throated Sparrow.
King fisher
Lark
Pine finch.
Cedar bird.
Robin.
Snow bunting
Golden Crested Kinglet.
Crossbill.
Blue Jay
Flicker.
P.B. Wheelpley



Good News.

THE fairies told the pale snow flowers;
The flowers told the bees;
The bees came forth in sunny hours,
And told it to the trees:

The trees unwrapt their little leaves,
And told it to the birds;
The birds sang songs of harvest sheaves;
All creatures knew the words:

It woke a downy yellow chick
From his warm three weeks' nap;
Who, at his window 'gan to pick;
I heard the casement snap!
Then looking out, he said to me,
What I to you now say;
"The spring has come! for don't you see
That this is Easter day?"

—Selected.

Waiting to Grow.

Tune: "The Sparrows," in "Nursery Finger Plays."

LITTLE white snowdrops just waking up,
Violet, crocus, and sweet buttercup,
Dear little flowers under the snow,
Waiting to grow, yes, waiting to grow.

Little brown roots now ready to sprout,
Reaching their delicate fingers about,
Under the leaves, the ice, and the snow,
Waiting to grow, yes, waiting to grow.

Soon the bright sun will open your door,
Melt all the snow and rouse you once more;
No longer listen and wait below,
Jump up all smiling, ready to grow.

—Ellen M. Munsell.

Almost Time.

ALMOST time for the pretty white daisies
Out of their sleep to waken at last,
And over the meadows, with grasses and clover,
To bud and to blossom, and grow so fast;
Almost time for the buttercups yellow,
The ferns and the flowers, the roses and all,
To waken from slumber and merrily listen,
To gladden our hearts at the spring's first call.

Almost time for the skies to grow bluer,
And breezes to soften, and days to grow long;
For eyes to grow brighter, and hearts to grow gladder,
And earth to rejoice in her jubilant song;
Almost time for the sweetest of seasons;
Nearer it comes with each new-born day,
And soon the smile of the beautiful springtime
Winter's cold shadow will chase away.

—Selected.

Pussy Willow.

I KNOW what the fairies do with their muffs
When the winter's spent,
And the warm south wind with its coaxing puffs
Makes the ice relent.

They go where the pussy willow stirs
In the wind, all bare;
And, just as your mother does with her furs,
Hang them out to air.

—Lydia A. Hasbrouk.

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Easter.

BY LAURA FROST ARMITAGE.

'TIS Easter time, when Christ arose;
There's gladness in the air,
We bring the lilies white as snow,
An Easter offering fair.
Oh lilies white, and pure, and sweet!
We lay them at the Saviour's feet.

But sweeter in the dear Lord's eyes
Than flowers, however fair,
Are hearts all full of love for him,
That serve him everywhere.
Oh may our hearts be pure and sweet
As now we lay them at his feet!

April.

GOOD morning, sweet April,
So winsome and shy,
With a smile on your lip
And a tear in your eye.
There are pretty hepaticas
Hid in your hair,
And bonny blue violets
Clustering there. —Selected.

Froebel Birthday Song.

LET us sing to-day with gladness
Of a friend to childhood dear;
One who thought and labored for us,
And whose name we honor here.

Lovingly he planned for children
Happy work and merry play;
Let us then be glad and grateful,
As we think of him to-day.

—Emilie Poulsson.

Closing Verse.

THOSE who love to send their children home happy—and what teacher does not?—will appreciate this tender bit of verse from Victor Hugo, which may be used as a closing quotation:—

"Good-night!
Good-night!
Far flies the light!
But still God's love
Shall flame above,
Making all bright.
Good-night!
Good-night!"

—The New Education.

Froebel Birthday Song.

SING, little birds, and tell the story,
Froebel's birthday is to-day.
Blow, gentle winds, the day's red glory,
And all the world keeps holiday.
We'll each bring a flower,
And build a bright bower,
To circle about and sing;
As glad hearts are beating,
And sweet lips repeating,
Hurrah for Froebel, our king.

—American School and College Journal.

Only to think, just under the snow
Flowers and grasses are waiting to grow.
Hark! do you hear them rushing about,
Whispering softly, "I want to get out"?
Only be patient a few weeks more,
And the warm kind sun will open the door.

—Selected.

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HYGIENE FOR BEGINNERS. By Ernest Septimus Reynolds of London. New York: The Macmillan Company. Cloth. 230 pp. Price, 70 cents. Fully illustrated.

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5. If the bricks in a building cost $716.75 at $7.625 per M., how many bricks were purchased?

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Someone suggested the idea of using part of the pulp to make little fancy images. The idea was adopted, and dainty little knickknacks made of the pulp can be bought in the stores in Washington. The salesmen often induce the possible purchaser to buy by telling him that the image at one time represented a large sum of money.

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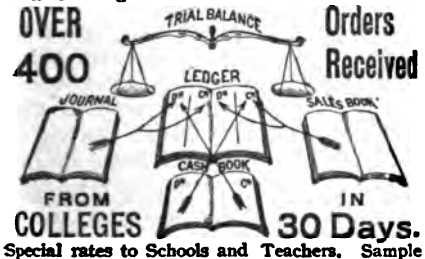
Give number one a word to spell, and let that pupil pronounce a word begin-

THE PAINT FOR 1897.

The finger of science points to Graphite paint as the paint of the future for the protection of all exposed iron and metal work. Professor Spennrath, director of the Technical school of Aix-la-Chapelle, lately won the $2,000 prize offered by the Society for the Advancement of the Industrial Arts for the best essay on Protective Paints. The prize was not won simply by theoretical demonstrations, although the professor furnished scientific reasons also, but by most carefully conducted practical experiments with various pigments and oils, covering several years' time. The results demonstrated that a properly made paint of graphite and boiled linseed oil is the most suitable for protecting structural iron work, roofs, etc., exposed to the destructive agencies of heat, cold, storms, etc.

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ning with the last letter of word just spelled, for number two—who continues by pronouncing word beginning with his last letter for number three, and so on. This exercise not only gives desirable practice in spelling and pronouncing of words correctly, but it also develops thought, and holds the close attention of pupils.

There are many ways to vary the drill: by using only proper names; which begin with some certain letter; which end alike; words used as nouns; words used as adjectives, etc., etc., almost without end. Pupils like also to select words that rhyme, words with the same number of syllables, and words spelled alike, but pronounced differently. — Educational Gazette.

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"The Watch and Ward Society is the only organization which seeks by an active, aggressive policy, combined with moral effort, to remove those agencies which corrupt the morals of the young," is the introductory paragraph of the last report of a society that has become known all over the United States for its good work. Its active agent is Henry Chase, than whom there is no more respected man in Massachusetts. Therefore, what he had to say before a meeting of the Unitarian Club of Watertown, Mass., a few evenings back, carries great weight. In the course of an address on the subject, "The theatre, as it is and as it ought to be," the venerable censor said: "I belong to the Methodist church, but I do not agree with all my brethren regarding the theatre or amusements. It is a simple thing to condemn by name, but better to approve or condemn by character. It is the height of folly to put a third-class drama on a church platform, and then preach against the theatres the next Sunday. I desire to see a purification of the stage; I believe in the theatre; I do not say a word against it, but against its character. I believe in approving that which is good and discriminating against that which is bad. Many stay away and condemn the theatres as a whole. I believe it is the highest duty to approve that which is good and condemn that which is bad. Take Keith's theatre as a standard. The performance is elevating and amusing; there is nothing low or suggestive."



Isn't it a pity that so many women go through life as nervous, fretful invalids, always in a sick-bed or on the verge of it. They are to be sincerely pitied for the great majority have in them the making of healthy, amiable, capable wives and mothers. These cases become sadder still when it is realized that the sufferings they endure are unnecessary. Any woman can be healthy and amiable and helpful if she will take care of the health of those delicate organs that are essentially feminine.

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"A child cannot sit still and ought not be required to sit still." Now just read that! A child can't sit still. If the writer of that paragraph will give one afternoon some fine day to the writer of this, he will find out not only that a child, but a whole roomful of them, can sit still; so still that he can hear a pin drop. It's all nonsense this idea of having a noisy school. All that is necessary in keeping still is to have the children "sit in position." That means that every little tot shall have both feet on the floor with toes in line, his little hands behind him to keep them out of mischief, and a sharp-eyed teacher at the desk with a good big stick. "A child cannot sit still!" Well! did you ever! The writer of that should give his psychological attention to the apperception of the apperceiving concept in the child's mind in the presence of the sense perception occasioned by the vibration of the sensory cells when in the presence of the stick and the school teacher; when he says that a child can't sit still—well, he is trusting to his imagination rather than to history for his facts!—Colorado School Journal.

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Miss Anna E. Hill, supervisor of writing at Springfield, Mass., who three years ago introduced vertical writing into one building as a very doubtful experiment, found the result so surprising that she became an enthusiastic convert to this method. In an article in the November Pennsylvania School Journal she mentions the following, among other arguments in its favor:—

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(for a slanting hand straightened up is not much more legible than the same hand slanted), but also because the vertical hand is wider and controlled by an entirely different movement. Slanting writing requires a pushing movement; you are on the left side of a word and you push through it. The same amount of effort put forth on the vertical that has been given to the slanting hand brings far better results, because it takes less time to learn it, and because the written papers can be looked over and corrected so much more quickly. It is more satisfactory, because the teachers can learn to write it more quickly and better on the boards than they ever did the slanting hand, and the children can copy the work. One very remarkable thing about it is that the teacher and pupils like it so much. Children like to do what they can do well, and the teachers like it because so many of the children can learn to write well."—The Moderator.

Practical Child Study.

THE STUBBORN CHILD.

So many other things are mistaken for stubbornness, and children wrongly treated for that when they need discipline or some other form of care, that it seems to me necessary to enlarge upon the errors, rather than upon the characteristics.

I have in mind one of my own pupils, a boy of twelve, whom his mother told me confidentially was "as stubborn as a mule"—when the fact was that he was only shy. He suffered (yes, "suffered" is the exact word this time) from extreme sensitiveness, and through misunderstanding that quality, mistaking the necessities of the case and the manner of dealing with it, his family and best friends had unconsciously united in placing him in a false light, and thereby nearly ruined his entire life.

Another, a sweet little girl of only four years, otherwise beautiful in character, was counted "contrary" and "stubborn" by both her parents, when her conduct was governed only by vanity—a desire to attract attention, a wish to be foremost, singular, and to receive comment, even though it were unfavorable, that she could not command by ordinary behavior; but it was not stubbornness at all, although by so treating it her parents were fostering the very spirit they wanted to eradicate—for it would develop into that if left unchecked.

Real stubbornness must be analyzed and its cause sought for. If hereditary, great patience must be used, and constant love shown unmistakably.

If a result of untoward circumstances, as criticism by teacher or schoolmates, or from neglect (real or only fancied), it must be met with extra kindness, but firmly.

If it comes from indifference, interest must be aroused and enthusiasm awakened. Find out the child's specialty and manifest a personal interest in that. Call upon him to walk, talk, ride, read, or study with you out of school hours, but don't "preach" at him either in word or manner. Melt him by your unvarying courtesy, your unfailing kindness, your super-parental tenderness. Where possible, avoid arousing his opposition. Use your tact—and when out of that commodity stock up at once, for it is one of the first essentials of real teaching.

Finally, remember your own "Old Adam," and be as lenient as your conscience, a sense of duty to the child, and justice to him and others will permit. If you err, don't let it always be on the side of severity. You may win a life, and that in time may save many.—Tennessee School Journal.

School Games.

SQUIRREL GAME.

Shell some freshly roasted peanuts till you have seventy-five to 100 nuts, and wrap them separately in little papers. Take an equal number of common beans about the same size and wrap these in similar papers, being careful to keep them away from the scent of the peanuts. Tell the children how squirrels hide piles of nuts, and how they nose about in the leaves after others, finding them by smell rather than sight, and propose "we play squirrel." Now distribute the beans about the room or yard, or keep in a tray. Then do the same with

Opinions Briefly Expressed

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The Normal Course is just the thing to encourage home study. I will cheerfully recommend it to any one.
Nellie F. Whitehead, Bethel, Del.

I attended the teachers' examination in Alpena a few weeks ago and stood among the first in the attainment of a certificate. I feel as though I cannot praise this institution enough for what it has done for me. May Danford, Long Rapids, Mich.

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H. Halldorson, Gardar, N. D.

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I think the Normal Course a wonderful help to those wishing to study at home.
Ella Noonan, Dunlay, Texas.

The benefits derived from this course can scarcely be enumerated, but the principal help is the splendid review which it furnishes to those who wish to take an examination.
Bessie E. Mealy, Tionesta, Pa.

I can cheerfully recommend it to anyone desiring home study. The Methods alone are well worth the money.
Jean F. Baker, VanWert, Ohio.

I think it is one of the greatest helps to an education that I ever heard of.
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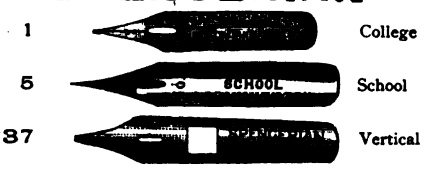
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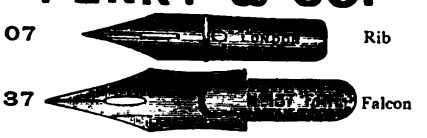
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the peanuts. Now let each child, without touching, choose one of these packages. When all have done so, let them be opened to see who smelled right, but in no case to eat till you say so. Seat any who do eat (as the flavor in the mouth will interfere with the smelling), and let the others try again till they think all the peanuts have been gathered. Then let the children report their success or failure by filing past the teacher and showing what they have. Take the beans and let them eat the nuts.—School and Fireside.

If You Want to Be Loved,

Don't find fault.

Don't contradict people, even if you're sure you are right.

Don't be inquisitive about the affairs of even your most intimate friends.

Don't intrude your opinion of matters into the conversation of others.

Don't believe that everybody else in the world is happier than you are.

Don't believe all the evil you hear.

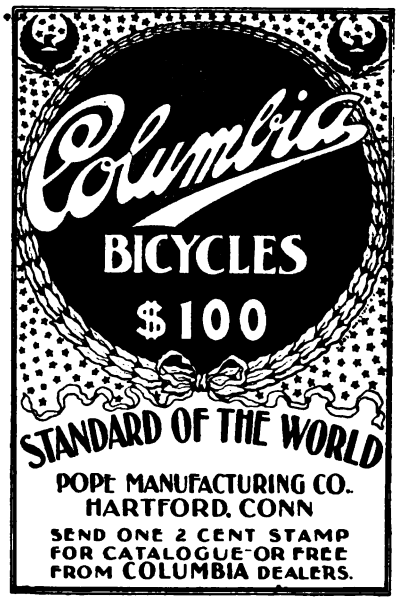
Don't repeat gossip, even if it does interest the crowd.

Don't go untidy on the plea that everybody knows you.

Don't try to be anything else but a gentlewoman or a gentleman, and that means one who has consideration for the whole world, and whose life is governed by the Golden Rule: "Do unto others as you would have others do unto you."

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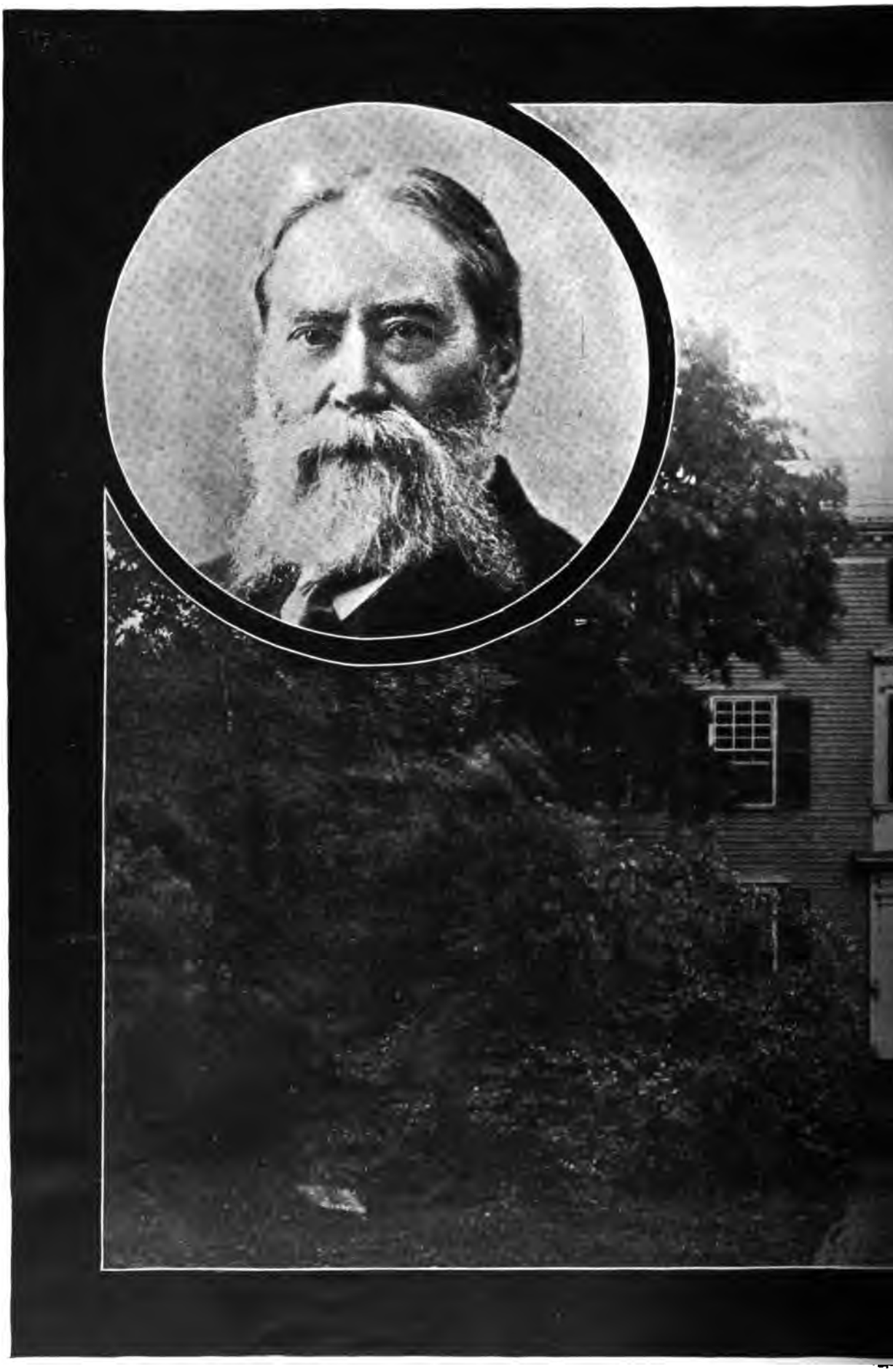
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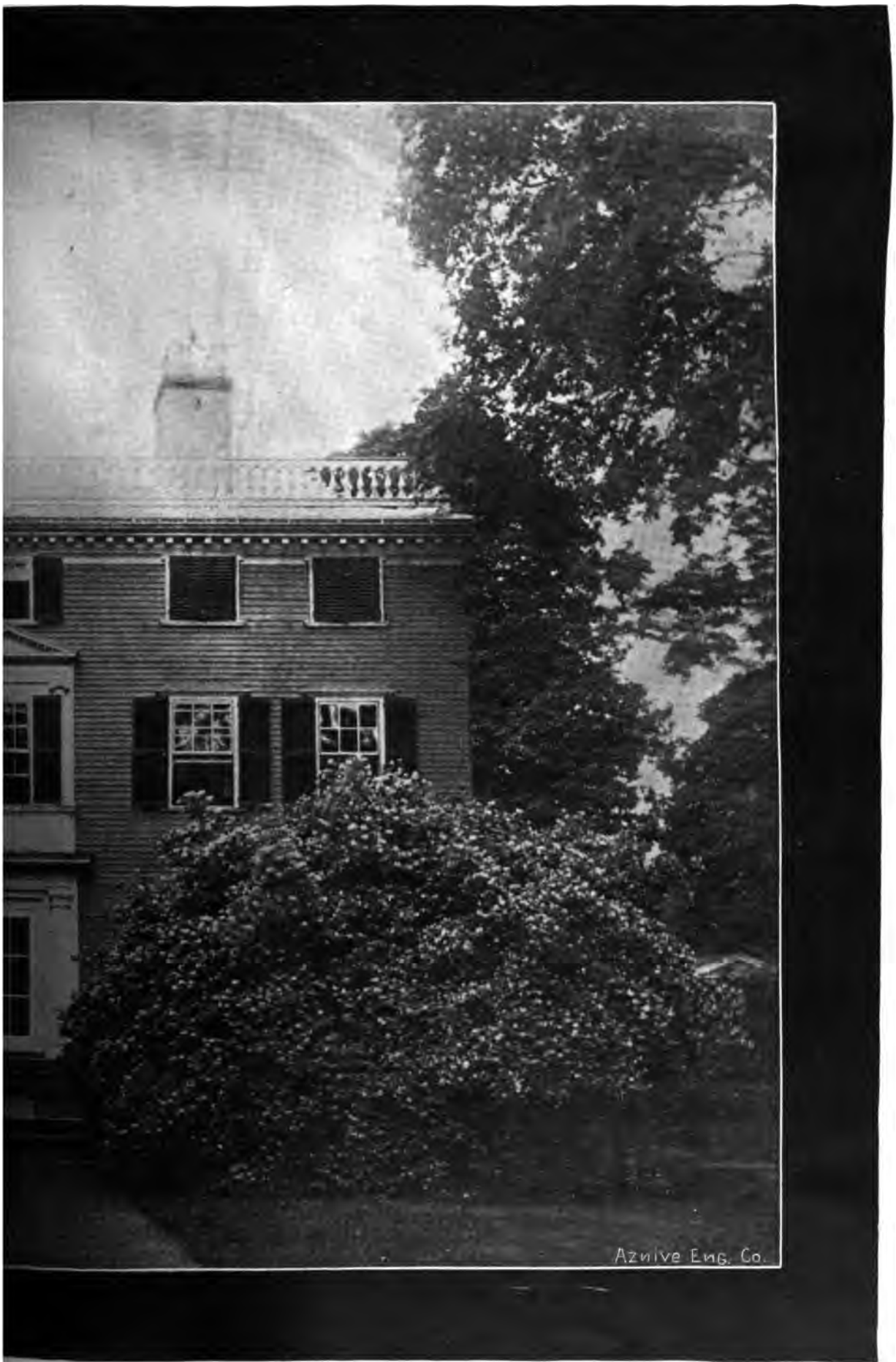
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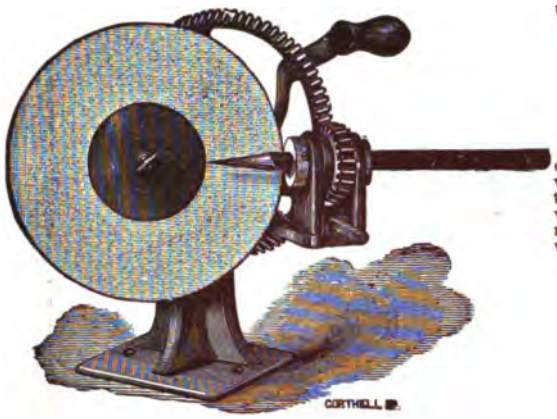
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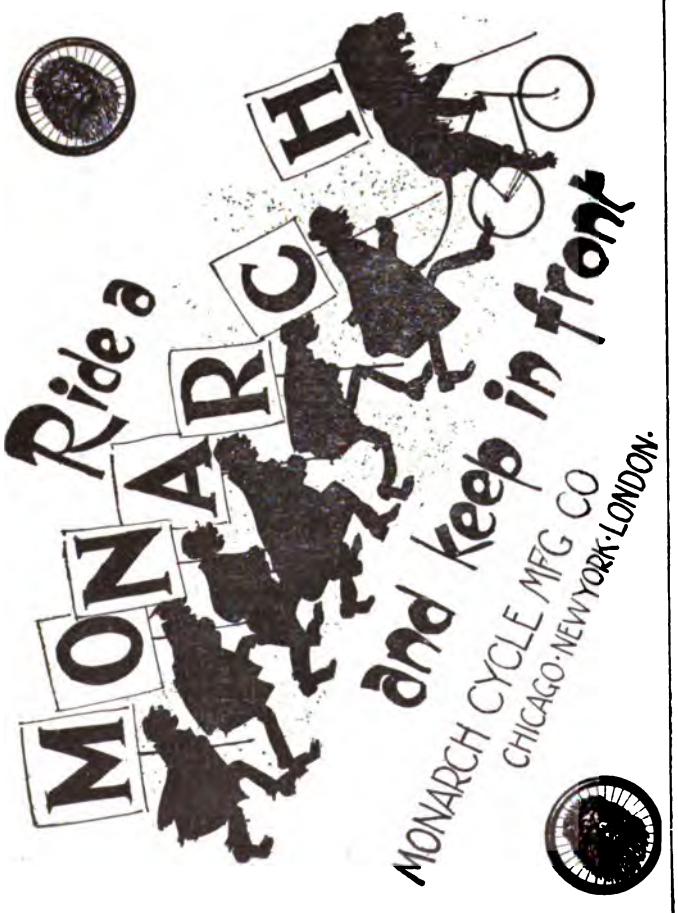
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AMERICAN · PRIMARY · TEACHER

Vol. XX.—No. 9. MAY, 1897. A. E. WINSHIP, W. E. SHELDON, } Editors.

When the Year Is Young.

BY ELEANOR ROOT.

HEAR the robbins twitter,
Twitter in the sun.
See the glancing swallows—
Springtime has begun.

All throughout the meadow
Rings a joyous note.
Surely never yet was learned
Such jubilance by rote.

O, the earth is mad to-day,—
Mad with life's new wine;
And this wondrous radiance
All is mine and thine!

MR. WINSHIP'S CONVERSATIONS.

ARRANGE for attendance upon some educational gathering this summer. Give first choice to the National Association at Milwaukee, July 6-9; second choice to the meeting of the American Institute of Instruction, the oldest association in America, at Montreal, July 9-12. If neither of these is possible, or in addition to these if possible, attend some large and fully equipped summer school like that at Harvard College, Glens Falls, Martha's Vineyard, Lynchburg, Virginia, Ann Arbor, or Clark University. If none of these are within reach, be very sure to take some state summer school or county institute.

The teachers' agencies are good friends to good teachers. Practically every successful teacher in the country can be promoted if she will avail herself of the services of an agency. These agencies cannot do everything, but they can do much with favoring conditions. Join a good agency, one that gives personal attention to influencing the choices of committees and superintendents; one that has full confidence of the public, and, where feasible, one in which you are personally known. The agency has no favorites, but it can always do most for the candidates it knows best and believes in most thoroughly.

The next school year is sure to make the largest requirements of teachers. It is sure to be a good year in which to teach. It is one in which teachers with cranky notions will suffer, because the craze for senseless newness is now a thing of the past; but it is to be a year of the greatest progress yet known.

Talent is certain to be more appreciated than training, but both talent and training are desirable. Talented teachers who have not had professional training are to be more appreciated than trained teachers without talent. Until within a few years professional training was discounted on the ground that teachers, like poets, were born, not made, and talent alone was in demand. Of late, however, it has been fashionable to emphasize training until one would think to hear convention addresses that no one can teach anything who is not trained, and that whoever is trained can teach everything. The reaction is already setting in and it is now understood that talent and training are both desirable, and that training without talent is of no more value than talent without training.

The best busy work I have ever seen in any system of schools, that with the most science and sense, is in the Worcester, Mass., schools. Superintendent Charles F. Carroll and Miss Bessie Howes have developed a line of busy work that is simple and scientific. I have made a study of it, and hope to present it to the readers of the American Primary Teacher next month.

She is one of the best known writers and speakers upon educational topics, holds one of the most important positions in the educational field, is one of the most scrupulously careful women in her speech and companionship in the country; but she was not known to the "switchman" of whom she asked in the early morning, as she changed trains at A——, "Can I get a glass of milk near here?"

"Oh, yes," he replied; "over at Mrs. McCarthy's."

Approaching Mrs. M.'s "shop," she saw an ominous lager beer sign over the door, and retreating to the switchman said in an apologetic tone, "Does Mrs. McCarthy sell beer?"

"No, but I'll show you who does."

The G. A. R. proposes to have Lincoln day magnified and the school children are expected to erect a Lincoln monument in every state in the Union. The date set is the Friday before Memorial day, which falls on May 28 this year. It is expected that President McKinley, Generals Alger and Clarkson will encourage the movement.

The Milwaukee meeting of the National Association, July 6--9, Charles A. Skinner, president, is to be the best meeting in its history. It is specially accessible to all teachers of the great Central West, which has long furnished the larger part of the attendance. There are 50,000 teachers within easy reach of that city, and the president has arranged a programme of rare strength and popularity. The general opinion is there will be upwards of 15,000 in attendance. The leading programme attractions cannot be given this month.

The Montreal meeting, July 9--12, Albert E. Winship, editor of the American Primary Teacher, president, will be especially attractive to those teachers who cannot go to Milwaukee. The fare from Boston is but $9.00 for round trip, and from other New England points it is correspondingly low. Board in Montreal is from $1.00 to $3.00 a day. Round trip excursion tickets to Quebec, $3.50; to Laurentian Hills, $3.00; to Ottawa, $3.50; to Saguenay, $9.20. It is but a day's ride from Boston to Montreal, or, if one chooses, it can be taken in a night.

PHILOLOGICAL ROUND UP.

[Mr. Winship prepares this for those busy teachers, principals, and superintendents who need such information and are content to take it incidentally. It is in no sense prepared for specialists, who have more time for such researches than he, but for those who have as great taste but fewer resources. He who enjoys the "Round Up" for what it is is welcome; but to him who desires what this is not, Mr. Winship is not "at home."]

BRIDGEWATER is in no sense a bridge over the water, as is popularly supposed, but is a corruption of "Burgh Walter," the castle of Walter, who came over with William the Conqueror. Bridgewater, England, was Walter's castle in early days, and the process of smoothing out the language gave us Bridgewater for Burgh Walter. It is natural, however, that the delusion should have been universal regarding the bridge-water theory.

MARLBOROUGH was "St. Maidulf's borough," which first clipped off the "St." and then, from necessity, amalgamated "Maidulf borough," giving, almost by accident, Marl-borough.

POLAND is the place where dwell "the men of the plains."

CANARY was applied originally to the islands. The bird gets its name therefrom, but in turn it gives its name to canary seed and to the canary color. It borrows and passes along.

LETTERS OF "MARQUE" come from "margin," the same as "mark." The margin is marked off by a boundary, a line of "demarcation" between hostile peoples. Letters of marque give one the privilege of crossing the line to harass the enemy. The marquis is the defender of the frontier or margin, and ranks next to the duke, who leads the forces of the shire, Our city marshal comes from the same source. The root idea in the word is "to remember"; i. e., presumably, remember where the limit of safety is. Denmark gets its name from its early frontier character.

ROTTERDAM AND AMSTERDAM, as the names imply, are places with protective embankments.

ANTWERP is a wharf town, — "werp," wharf.

WESTMINSTER is the west monastery.

MEDINA is the chief city.

READING is the sons of Read, — "ing," the sons.

WHY NOT?

BY JULIA M. EDWARDS.

KEEP yourselves fresh for school! One little fellow said, "Teacher tires me." No wonder! She herself was tired.

A language or arithmetic paper copied by a pupil on the board is often worth more than all the papers you laboriously correct and ornament with red and blue pencils.

The flushed cheek and the good-bye thud on the door-step may tell you that you have not gained anything by keeping that child after school.

Create in the hearts of the pupils a feeling of loyalty for the school and its reputation; allow the children to remain good-natured; keep them busy and you'll find that "order" takes care of itself.

BIRDS IN LITERATURE.

BY HARRIET R. PEASE.

AN AID IN NATURE STUDY.

NATURE study has a friendly helper in literature. The poetic soul has keen insight into the beauties and wonders of nature, and portrays these in phrasing prose or enchanting verse. Let us not fail to call in this aid as we seek to interest the child or growing youth in nature.

There is, perhaps, little need of calling attention to the delightful books about birds that have of late been added to our literature. Such, among others, are "Birdcraft," by Mabel Osgood Wright; "Bird Ways," by Olive Thorne Miller; "A Bird's Calendar," by H. E. Parkhurst; "Birddom" and "In Bird Land," by Leander S. Keyser; and "Birds and the Poets," "A Bird Medley," and other essays, by that close companion of theirs, John Burroughs. The delight in reading these books is second only to the satisfaction of personal observation. "In Bird Land" closes with a most interesting bird anthology from Lowell, which gathers the various references to birds made by this one poet.

At first thought it may seem as though, while there are many poems about flowers, comparatively few have been devoted to birds. Yet bird songs are heard far back in our English verse. Chaucer's "busy larke, messager of daye," cheers its dawn, and the chorus grows louder and sweeter as singers increase. The lark and nightingale are most often heard in the poems of English writers. Shakespeare, Milton, Wordsworth, and above all, Shelley, have made them immortal. Though American youth are not familiar with these birds, they can hardly fail to enjoy such sweet echoes of their melodies.

Our own poets interpret our native songsters. Longfellow portrays the child love of bird life in Hiawatha, who

> "Learned of every bird its language,
> Learned their names and all their secrets,
> How they built their nests in summer,
> Where they hid themselves in winter,
> Talked with them where'er he met them,
> Called them 'Hiawatha's chickens.'"

Children will be interested in the Indian legend he gives as to the cause of the woodpecker's colored crest. When Hiawatha was seeking to overcome the pestilent magician Pearl Feather, the woodpecker told him the secret which made victory possible. In gratitude Hiawatha

> "Stained with blood the tuft of feathers
> On the little head of Mama;
> Even to this day he wears it,
> Wears the tuft of crimson feathers,
> As a symbol of his service."

Whittier relates the way in which the ancient Britons accounted for the robin's red breast. Pitying the distress of those suffering the torments of hell,

> "He brings cool dew in his little bill,
> And lets it fall on the souls of sin;
> You can see the mark on his red breast still
> Of fires that scorch as he drops it in."

Longfellow's "Birds of Killingworth" is a forcible lesson on the value of birds from both an aesthetic and a practical standpoint. It describes a community where the farmers resolved to rid themselves of the songsters, whom they looked on as thieves. They learned, by sad experience, that, as Burns said to a mouse:—

"A daimen iches in a thrave
'S a sma' request;
I'll get a blessin' wi' the lave
And never miss 't."

The academy preceptor made an eloquent plea for the birds, saying:—

"Do you ne'er think what wondrous beings these?
Do you ne'er think who made them, and who taught
The dialect they speak, where melodies
Alone are the interpreters of thought?
Whose household words are songs in many keys,
Sweeter than instrument of man e'er caught!
Whose habitations in the tree-tops even
Are half-way houses on the road to heaven!

"You call them thieves and pillagers; but know,
They are the winged wardens of your farms,
Who from the corn-fields drive the insidious foe,
And from your harvests keep a hundred harms;
Even the blackest of them all, the crow,
Renders good service as your man-at-arms,
Crushing the beetle in his coat of mail,
And crying havoc on the slug and snail."

"The Emperor's Bird's-nest" narrates a pleasing incident showing the thought Charles of Spain showed for even a swallow and her nest. The "Falcon of Sir Federigo" is a touching tale of childhood, love, sorrow, and sacrifice, centered about a bird.

Whittier and Bryant alike present the birds as lovers of peace, distressed by the Civil war, in "What the Birds Said," and "The Return of the Birds."

"Robert of Lincoln" has hardly an equal in song, portraying so charmingly the appearance, the habits, and even the notes of the bobolink. Children delight to re-read this again and again. Older classes enjoy the beauty in Bryant's "Waterfowl," especially when they are told the occasion of his writing the poem. While studying law, Bryant was quite perplexed as to what should be his next step in life. On a walk one evening he saw a wild goose flying alone, as these verses describe, and the thought of God's guiding care for all his creation brought comfort and strength.

The poets draw varied lessons from the birds. The dove is ever an emblem of quiet content. Lowell makes "The Falcon,"

"By a glorious upward instinct drawn,"

a type of truth, beneath whose vengeful eye fraud and wrong and baseness shiver.

It seems as if indeed our poets had caught their "joy of freedom and rapture of flight" from these "pilgrims of the sky," even as Longfellow bade the herons of Elmwood sing songs to his friend Lowell.

The birds of Appledore cluster thick around Celia Thaxter's verses. What has she penned more beautiful than "The Sandpiper?" To this "The Sandpiper's Nest," a prose poem, is a fitting accompaniment. Besides other sea birds, the song sparrow, the swallow, the robin, the yellow bird, wins each a special tribute from her, and whole flocks are gathered "Under the Lighthouse" and in "The Birds' Orchestra."

Lucy Larcom, who so glorified common things in daily life, touched with glowing pen common birds like "The Brown Thrush," "The Song Sparrow," and "The Field Sparrow." She thus describes the song of the latter:—

"One syllable, clear and soft
As a rainbow's silvery patter,
Or a tinkling fairy bell, heard aloft,
In the midst of the merry chatter
Of robin and linnet and wren and jay,—
One syllable, oft repeated:
He has but a single word to say,
And of that he will not be cheated."

Many another poet, some less widely known, has added his tribute to the "street musicians of the heavenly city." My scrap-book has gathered several of these, as may any other, if only observant watch through papers and magazines is kept; and such lines from one and all contribute much to the interest felt in our feathered kinfolk.

HINTS TO TEACHERS.

BY LUCY AGNES HAYES.

DON'T give up the boy who sits in the back seat and wears his coat collarless, his hair non a la Pompadour, and his finger-nails in mourning,—who won't learn his lessons and who will get into mischief. I knew a teacher who had a pupil just like him. She showed interest in him; she visited his parents, and didn't act as if their language and manners made them devoid of all fine feeling. She asked him to help her about some work after school one night, and said, "By the way, John, we know each other pretty well now. I like you and I hope you like me. I want you to do something for me, will you?"

"If I can," was the answer.

"Come to school to-morrow with a collar, comb your hair nicely, and pare your finger-nails. You see I like you as you are now, but I want other people to like you, too, and they won't if you are careless about your appearance."

Do you think the boy hated her? No. He was never seen untidy after that evening. He graduated from the high school with honors, and is to-day filling a responsible position in society. He swears by that teacher. She made a man of him.

It is a pleasure to present, as our supplement for the month, the portrait of James Russell Lowell, with Elmwood, his Cambridge home, a beautiful companion-piece to Longfellow and Craigie house, to be followed in June by Holmes and his birthplace.

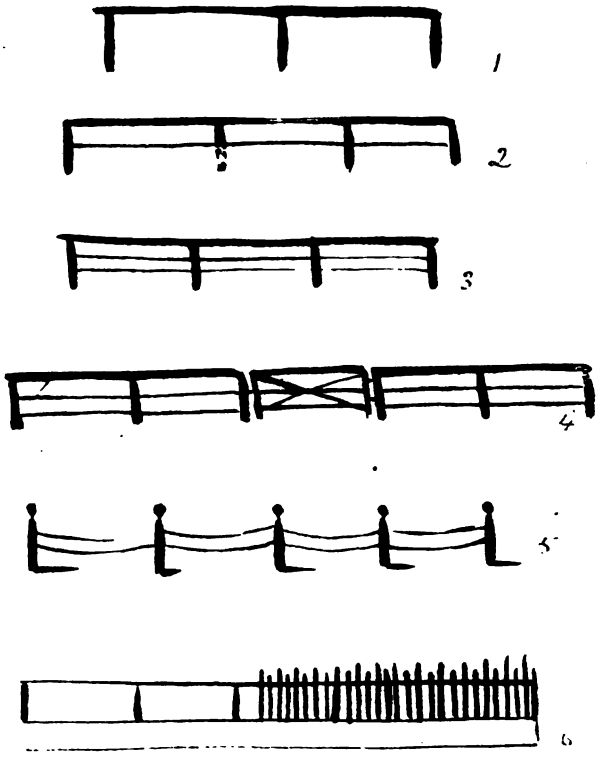
Pictorial Representation.

EASY STEPS IN PICTORIAL REPRESENTATION.*—(I.)

BY CLARA ROSE HATHEWAY.

THOSE who have had anything to do with teaching drawing have felt keenly the necessity of developing in children ability to express themselves pictorially in a free and interesting way. The object of what is here written is to give suggestions which may help in the accomplishment of this purpose.

It should not be inferred from what follows that



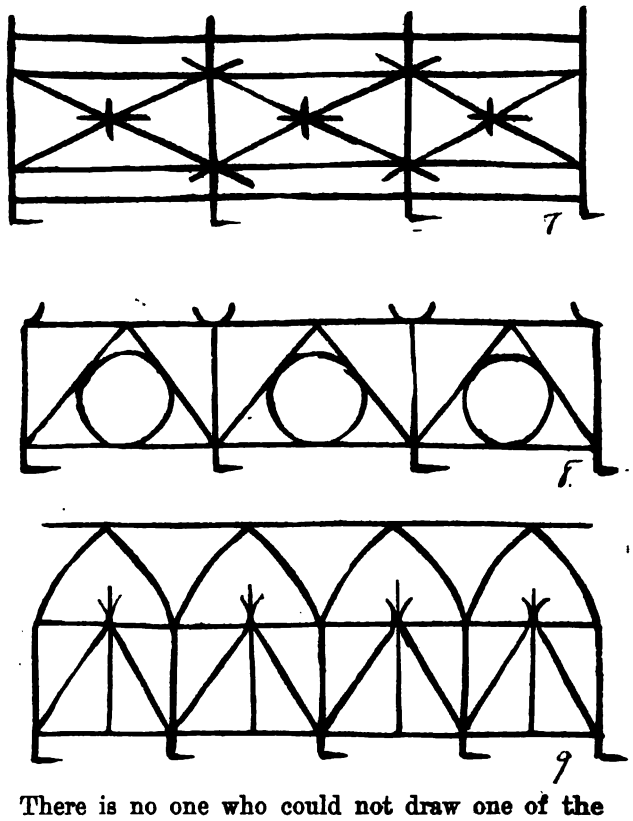
the writer advocates the abandonment of the more exact study and careful representation of forms which must always be the substantial foundation for our superstructure if we would build permanently. The following suggestions are only intended to bear upon one phase of pictorial representation and have somewhat the same relation to the whole subject that song has to music.

One reason why people in general find it so difficult to draw is that they lack the ability to select what can be drawn satisfactorily from what cannot, and they are therefore continually attempting the impossible. One marked characteristic of the artist, the novelist, or poet is his ability to select from the great mass of materials about him only that which will tell in his work and his careful and positive omission of all else. My first point, then, will be to offer suggestions as to what to select.

Another obstacle to clear expression, whether by oral or written language or by pictorial representation, is a lack of definite knowledge. Our impressions are often vague, but we do not realize how vague till we try to tell someone else. We seldom have any difficulty in expressing clearly what we know; we never can make clear to another what we do not understand ourselves. And this is as true of drawing as of ordinary language. My second thought, then, will be to suggest how we may know the essential facts.

There is still another obstacle to pictorial expression. Even when we have chosen our subject wisely and understand it thoroughly, we must select and master some medium of expression. Every medium which we can use has its possibilities and its limitations, and we must regard these as they mark out the path in which we must walk if we would travel toward success. My third point, then, will be to indicate desirable and undesirable mediums of expression with some practical suggestions in regard to their use.

Let us now look around and see what we can find for our first attempts in pictorial work. Whether we ourselves can draw or not, we can at once see that there are many things which cannot easily be represented with any degree of correctness or interest, partly because of their complicated detail and partly because they do not appeal to us. But is there nothing which we can find which we, untrained though we may be, can express clearly enough to be understood?

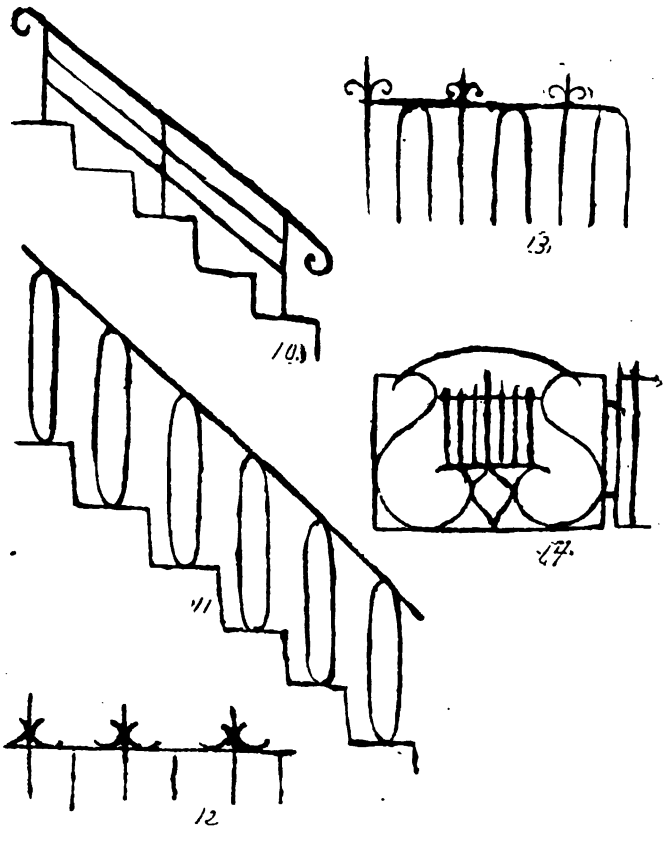


There is no one who could not draw one of the posts of a common board fence, thus |. Of course it would be best to place it upright if the fence is to stand without leaning.

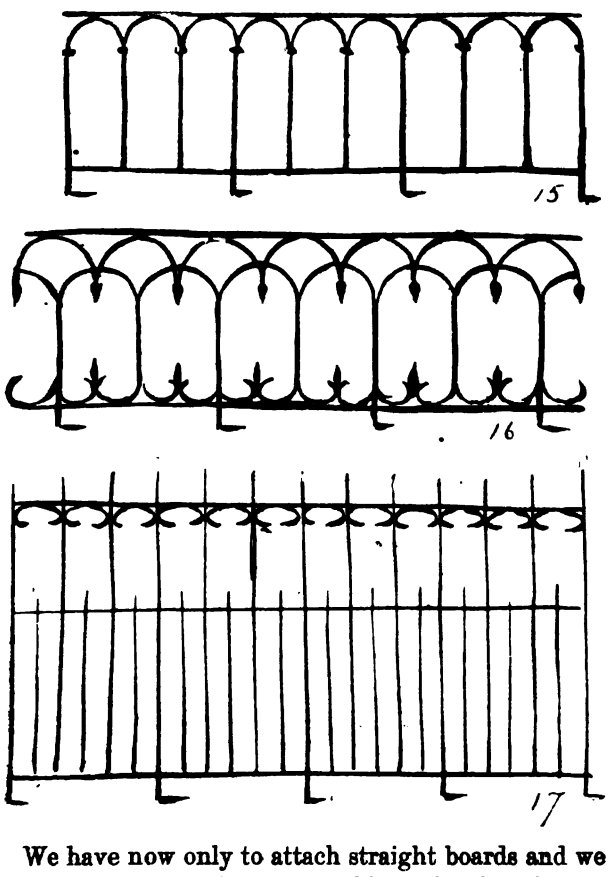
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To draw a second post we have only to repeat the first at a greater distance from it than its length, thus, | |.

To draw a third post we must repeat, first, the spacing; second, the position; and third, the length of



the other posts. Should we draw a yard of posts we have no new difficulty to overcome.



We have now only to attach straight boards and we have a fence, as in Fig. 1; or add another board as in Fig. 2., or two boards (Fig. 3), or make two sections of fence, with space between for a gate.

To draw the gate, first, two upright pieces; second, two diagonal boards; and third, the horizontal strips, as in Fig. 4. Two horizontal touches for hinges and one for the latch fasten it in its place.

A post and chain fence varies only slightly. (Fig. 5.)

For a picket fence, set the posts, put on a horizontal rail at the top and a board at the bottom, then add the pickets, alternately long and short. (Fig. 6.)

Notice how we have followed the order of the builder, which in drawing is usually safe and helps to give construction in our work as well as orderly progression.

On no account be tempted to use a rule or other mechanical means to give accuracy. The whole effect would thus be ruined, as it at once becomes mechanical and tiresome, instead of picturesque, as the irregularity of free work helps to make it.

Do not be over careful to have every stroke just like its neighbor, for thus your work becomes too monotonous and stiff. Variety and ease are far more pleasing to the eye and far truer to the appearance of nature.

The most regular and perfectly built fence when viewed from a distance loses, in appearance, much of its mechanical regularity, owing to distance, lights and shadows, and the nature of the eye, which must focus upon some one part. Therefore utilize the power of the hand to give variety by its own inability to give mechanical perfection.

The one quality which the fence does not lose from distance, light, and shade, or any other cause is its uprightness; therefore strive to express uprightness in your drawing.

There are many varieties of fences, especially iron ones, which can all be drawn according to this general plan, and to do this one must observe when out of doors, remember and record when absent from the objects. Though the results are mechanical in effect, it is an excellent way to commence cultivating memory for form and facility in expressing lines.

There are very important reasons for not working directly from the object in this free sketching, which can better be explained in another place.

Figs. 7-17 represent a few of the fences which the writer remembers having seen and gives as suggestive of the variety of forms we may find in this one class of objects.

Do You Know Your Pupils?

Yes, I know their names. What else do you know? Do you know—

How many of them have weak eyes?

How many have defective hearing?

The attitude of each pupil toward the school?

Why a certain pupil doesn't understand his arithmetic lesson?

Why another doesn't like grammar?

What effect home has on each pupil?

What each pupil likes?

What your pupils think right and what wrong?

The dominant ideas of the individual pupil?

The physical defects of the pupils?—Louisiana School Review.

PRACTICAL SCIENCE LESSONS.

BY D. L. W. AND E. G.

THE daily weather record upon the board will obtain a figurative suggestiveness, and thereby appeal to the children's imagination if indicated by the symbols used upon the daily official weather map. By these symbols the children will learn to read from the map the variations in the weather in different parts of the country, and will be all alive with interest in studying the approach of a storm from day to day, and the corresponding changes in temperature.

Teachers may receive the weather map every afternoon by sending an application (stating that they wish it for school purposes) to the United States Department of Agriculture, Post-Office Building, Boston. It will be necessary to teach the children at first that the arrow on the weather map and record points in the direction that the wind is blowing; i. e., the opposite direction from the arrow on the vane.

Date.	Time.	Temp.	Wind.	Weather.
March 1..	9.10	12°	N. W.	Clear.
March 2..	9.10	31°	N. E.	Misty.
March 3..	9.10	40°	E.	Foggy.
March 4..	9.10	36°	N. W.	Clear.

And up the hills advancing
The soft gray clouds came dancing,
To the bonny lilting measure
Of the whistling o' the wind.

Older pupils, after a little practice with the barometer, will enjoy comparing the temperature tables with observations from the school barometer. A Connecticut school document gives the following directions for making a barometer at little expense:—

"The druggist can get you a glass tube thirty-six inches long. Melt one end so as to close it perfectly. Fill this tube with mercury, and, placing the finger over the open end, invert quickly in a dish of mercury, not removing the finger until the mouth of the tube is below the surface of the liquid. The column will sink to about twenty-nine or thirty inches. A stand may be devised for it, and changes in the pressure of the air noted. When the air is heavy the column is high, and when lighter it is low. If the mercury cannot be obtained, the principle of the barometer may be illustrated by using water."

The same document gives some simple experiments to illustrate the downward, lateral, and upward pressure of air, from which the following are selected:—

(a) Put one end of a glass tube in water, and breathe the air out of the tube. The air pressing down in the water outside forces the water up the tube.

(b) Fill a bottle with water. Over its mouth hold a piece of writing paper and insert the bottle. The pressure of the air will keep the water in the bottle.

(c) Put one end of a glass tube, ten inches long, into a bottle of water. Close the other end with the finger, and remove the tube. Water is held in the tube by air pressure. When the finger is taken off and the downward pressure restored, gravitation will cause the water to run out.

Jackman's "Nature Study" (Henry Holt & Co., New York) has valuable questions upon air pressure, temperature, and study of the weather maps. This book is arranged in series of science lessons for every month and is most helpful in its suggestions, and practical in its problems.

NATURE LESSON.

BY OLIVE M. LYFORD,
Pupil-teacher in Lewiston (Me.) Training School.

The Dandelion.

1. PREPARATION.

I. As a whole:—

Let pupils tell what they already know about the dandelion. It comes early in the spring, grows by roadside and in fields, is a brave, strong little plant; the gardener does not like it, it is so hard to dig up. Blossoms look like bright stars in the green grass.

2. PRESENTATION AND COMPARISON.

II. As to parts:—

1. Root: very large, brown outside, white inside, long and tapering. It has a thick middle part that sends out other small roots; very hard to dig up; used to make medicine, sometimes; compare with root of the bean.

2. Stem: long, cylindrical, smooth, and hollow; light yellowish-green in color; has sap inside; it is like milk; bitter in taste; can be curled; compare with bean stem.

3. Leaf: long, green, slender, and deeply cut, like teeth in a saw; has a long midrib and short stem; stem grows lighter colored towards the root; leaves are good to eat; compare with leaf of bean.

4. Flower: bright yellow blossom at the end of the stem, made up of many little flowers; closes up at night; when blossom grows old the yellow flower changes into a little ball of down; wind carries the down away, and with it go the little seeds that spring up where they fall.

3. SUMMARY.

Questions to gain important points learned.

4. APPLICATION.

Pupils draw dandelion, showing root, stem, leaves, and blossom. Oral and written reproduction for language work.

A RIDDLE.

"When she's young she's tall and slender,
Any faint young breeze could bend her.
She grows stout as she grows old,
And her hair is sunny gold.
As the days pass out of sight,
Lo! her hair turns snowy white.
Then the children in their play
Wish—and blow her quite away.
Guess her name? You're 'tired trying,'
Why, her name is,—Dandelion."

5. SILENT READING RELATED TO GENERAL LESSON.

1. Give Helen the dandelion that is on the table.
2. Point to the roots and tell what color they are.
3. Draw a picture of the roots on the board.
4. Show me the stem of the dandelion.
5. Taste the stem and tell how it tastes.
6. Draw a picture of the leaf.
7. Draw a picture of the blossom when it is young.

Memorial Day.

MEMORIAL DAY EXERCISE.

BY ELLA M. POWERS.

WREATHS AND FLOWERS.



Flowers for a soldier's grave I've brought;
I've searched for the fairest ones.
Each bright flower bears a loving thought
For our country's bravest sons.
This laurel wreath I made with care
For a hero, true and brave,
Its leaves are ever fresh and fair
On a soldier's lowly grave.

And the blooms in this sweet spray are tied
With red and white and blue.
These are the colors we all love best,
For they bind our hearts anew.
To a soldier who died for truth and right
This offering of love I pay,
And bring this wreath and flowers fair
Again on the beautiful May.

FOUR SOLDIER BOYS.

This short exercise may be given by four little boys with soldiers' caps and capes. Each bears a small flag. All march in to drum beats, and stand in line.

First soldier.—
An honest soldier I would be,
And serve my country, grand and free.
I'll fight for truth, be good and great,
I'll bravely march and fear no fate.

All (waving flags).—
"Hurrah! Hurrah! Wave, flags, wave!
Wave for the soldier who is true and brave!

Second soldier.—
A loving soldier I would be,
And serve my country, grand and free.
Loving God and loving man,
I'll always do the best I can.

All.—
Hurrah! Hurrah! Wave, flags, wave!
Wave for this country and our soldiers brave!

Third soldier.—
A soldier brave I'll try to be,
And serve my country, grand and free.
In dangers I'll be brave and true;
This for my country I will do.

All.—
Hurrah! Hurrah! Wave, flags, wave!
Wave for the country and our soldiers brave!

Fourth soldier.—
The best of soldiers we will be,
And serve our country, grand and free.
Honest, loving, brave and true,
O, much for our country we can do!

All (marching out).—
Hurrah! Hurrah! Wave, flags, wave!
Wave for the country and our soldiers brave!

OUR HEROES.

Song.



We love this land of the true and brave,
We bring sweet flowers to-day;
For soldiers brave and the lives they gave
These floral tributes pay.

March, march, march and sing,
Shout from strand to strand,
Wide the flag of Freedom swing
O'er this united land.

Our soldiers brave we will ne'er forget,
A true and loyal band;
We'll guard and love all the brave who sleep,
And love our native land.

March, march, march and sing,
Shout from strand to strand,
Wide the flag of Freedom swing
O'er this united land.

For Memorial Day.

BY LAURA FROST ARMITAGE.

[For three children.]

1 (red geraniums).—
On this Memorial Day we bring
The hues that best we love.
We see them shining in our flag,
That proudly floats above.
The red's a sign of bravery,
And brave true men were they
Who for their country gave their lives.
We honor them to-day.

2 (white lilacs).—
I bring sweet flowers fair and white
Of purity the sign;
Oh, may our hearts be pure as these,
Filled with the Love Divine!

May pure words and acts be ours,
That we may ever prove
A blessing to this land of ours,
This land we dearly love.

3 (blue fleur-de-lis).—
An offering of blue is mine,
For truthfulness it stands.
True to our country may we be,—
True hearts and willing hands.
True to our friends, our homes so dear,
And watchful, day by day,
Lest from the good and pure and right
Our thoughts should sometimes stray.

LESSONS ON ANIMALS.—(IV.)*

BY LOUISE J. HEDGE.

THE DOMESTIC OX.†

The illustrative material is, as in the previous lessons, a chart and any number of pictures, large and small, showing the domestic ox under different aspects, and, for comparison, charts or pictures of the cat, dog, and deer. Besides this, the teacher may be able to get through a butcher the frontal bone and a pair of horns from an ox. These should be boiled until free from flesh and until the hollow horns can be removed from the bony core and replaced at will.

"In the old days," the teacher begins, "before the white man set foot in America, the Indians knew nothing about oxen. On the plains were great herds of bison, near relatives of the ox, but the Indians had never seen our domestic cattle. But when the white settlers came to America they brought cattle with them. The Spaniards brought long-horned cattle, from which the half-wild cattle of Texas, Mexico, and South America are probably descended, while the English colonists brought short-horned cattle, and most of the cattle in the eastern states come from those.

"Presently we want to compare the ox with the dog, but first let me straighten out a little trouble about names. We usually call either a mother dog or a father dog by the one name dog; but in the case of the ox it is different. We generally speak of the bull and the cow; saving the name ox for those animals that are used for drawing carts. You are most familiar with the cow, so we shall speak chiefly of her."

The comparison of the cow and the dog as regards size, color, and hair follows the same lines as the comparison between the dog and the cat, thus bringing out the facts that the cow is much larger than a dog, but does not vary so much in size nor in kind of coat, as the hair is always short, and that the color may be reddish brown, fawn, white, black, or a mixture of these.

The teacher leads up to a much more important point by asking, "What do cows eat, so far as you know?" Grain and hay are suggested.

"Meal and corn are fed to them sometimes, and in South Carolina they have even tried fattening them on cotton-seed meal. All cattle must have plenty of salt and will go long distances for it, if they are running wild.

"What did we find was the natural food of the dog?" "Flesh," the children reply. "And his teeth were fitted for tearing flesh. What shall you expect to find true of the cow's teeth?" "They will not be like a dog's," says one, and another adds, "They ought to be made so that she can eat hay and grass well."

"Let us see how the teeth are arranged." At this point the teacher makes use of her chart, or, if she has none, simple diagrams showing the teeth and their setting in the jaw may be made from some zoology or from the observation of the cow. Attention is called, first of all, to the lack of teeth on the front of the upper jaw and to the eight teeth on the lower jaw, in front, so much alike that one must be told that the outside ones are the canine teeth changed to act as cutters. The grass is taken between the teeth and upper gum and, with a quick jerk, is broken off. The back teeth, grinders, are broad-topped and strongly ridged.

"Country children," says the teacher, "know that



A NATIVE COW.

a cow first swallows grass without chewing it. This does not, however, go into the stomach, but is stored away in a bag. If you watch a cow as she stands under a tree you will often see her throat swell as a ball of grass is sent back into her mouth to be chewed.

"Now think how a cow moves her jaws when she chews. Try to move yours in the same way." The teacher also illustrates the lateral movement of the jaw. "Did you ever see a dog eat so? No. He throws meat about in his mouth by a quick jerk of the head and then swallows it almost whole. But grass and hay or meal must be ground up before they are sent to the stomach.

"I have spoken of the bag stomach and the true stomach, there are two others, through which the grass must pass before it reaches the true stomach. So we say a cow has four stomachs.

"What is noticeable about a cow's eyes?" "They are large." "True; and they are differently placed from those of a cat or dog. Look at the pictures and see what I mean." They are farther apart, the children notice, and then they are shown that the eyes are more nearly on the side of the head than in front, so that the animal can see a long way around on each side.

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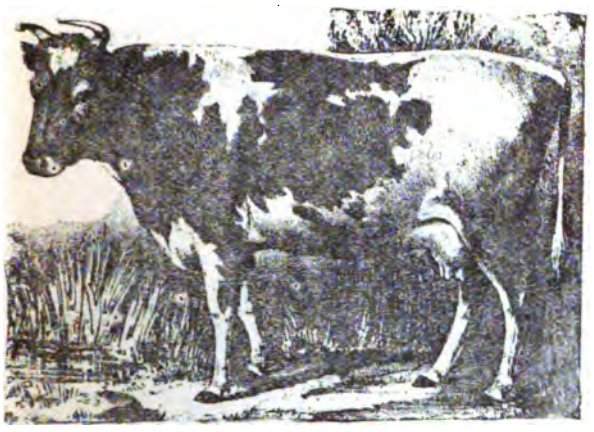
†The [illegible] here used to denote the species *Bos taurus*.

"Of what special use is this to wild cattle or to deer?" "They can easily see if an enemy is coming."

"How does a bull fight?" "With his horns." "Yes, and the horns are very interesting.

"Let us compare them with a deer's horns. A deer's horns have branches, but the horns of cattle do not," replies one. "That is important. Moreover, the deer sheds his horns regularly and gets a new pair; these horns are solid. On the other hand a cow keeps the same horns always. They are hollow and are like caps over a smaller bony horn.

"You have told me that the horns are used in fighting. Cattle do not always fight to save them from danger. What do they do?" "They run away." "Yes, that is an important way of defending themselves, and, when wild, they are swift runners.



JERSEY.

"When cattle are allowed to run wild, they live in herds. If one sees danger approaching, he lets the others know and away they go in a mad stampede.

"If cattle often depend upon flight for safety, what kind of walkers shall we expect to find them?" "Toe walkers." "Yes, they are; though you cannot see it very plainly by looking at the picture."

"The foot is not like a dog's," one of the boys remarks, "for there are only two parts to it." "There are traces in the bones of two more toes," replies the teacher, "but the fifth toe is entirely gone.

"What is noticeable about the two toes?" "They are hard like a horse's hoof." "For that reason we say the cow has a split hoof. This small hard hoof serves well in the rocky, uneven ground of pastures, where a soft foot would not answer at all.

"Now, who are the observant children. In lying down does a cow bend forelegs or hind legs first?" [Unless the children have had a chance to watch cows they will fail here.] The teacher goes on, "Put your hands out in front of you, palms down. Bend your wrists so as to lower the hands. That is what a cow does with that joint in her forelegs when she is ready to lie down. She doubles one joint and kneels on it, then kneels on the other; then bends her hind legs. Which pair does a dog bend first?" "His hind legs. He generally sits down first."

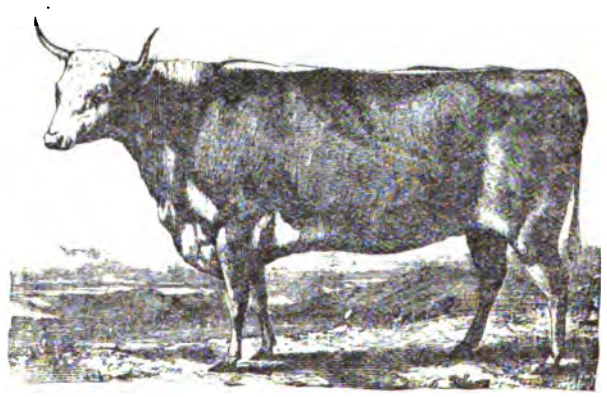
"We have one more useful member to speak of, and that is the tail. A dog expresses his feelings with his tail and that is about all; but of what definite use is a cow's tail?" "She switches off flies with it," is the quick reply.

"Describe the tail," says the teacher. "It has a bunch of long hair on the end, but the rest of it is covered with short hair." "Let us call that bunch of long hair a brush," she says quietly.

The uses of the ox species to man are next taken up. The children first mention that we get milk from cows and they are led to speak of the making of butter and cheese from milk. The teacher tells how cows vary in the amount of milk they give; that a Holstein gives the largest quantity, sometimes as much as thirty-two quarts a day, and the Jerseys and Alderneys the richest milk, that from which the most butter can be made. On the other hand, she says that Texas cattle give very little milk. The children see that it would not be profitable to raise such cows for their milk, and the raising of cattle for the beef is taken up. The term veal is also explained.

The use of oxen as draught animals is the next topic, the children being led to see that oxen have advantages over horses in certain cases, as in drawing carts, where their steadiness is greater than that of a horse, or in hauling logs in snowtime, where both steadiness and surefootedness are necessary. An interesting fact is that usually in Germany and France the ox has the yoke bound to the brow and horns in such a way as to bring all pressure there when pulling. Here the yoke rests on the nape of the neck. The first way is much better, as the ox can exert the greatest strength by pushing with his head, and in this case it pushes against the yoke. This power is the result of the habit of charging with the head and horn or tossing the victim when fighting.

Other points mentioned are the use of hides for shoes, trunks, and bags; the horns, in olden days, for powder flasks and now for knife handles, combs, and other articles; bones to make boneblack, used as a purifier in the manufacture of sugar, and the neat's-



HEREFORD.

foot oil, made from the hoofs and so-called from the old name for this animal, the neat.

A teacher will need at least two lessons in which to present this material and the latter part admits of much valuable expansion.

The blackboard summary is as follows:—

THE DOMESTIC OX.

It is not native to America, but was brought here by European settlers.

The hair is short, and the color of the coat varies.
The teeth are suited to eating grass.
The ox has four stomachs.
The eyes are wide apart, and are so placed as to enable the ox to see a long way round.
The horns are hollow over a bony core; they do not branch; they are permanent.
The horns are the means of defence, though safety is often sought in flight.
The ox is a toe-walker.
There are two toes, each covered with a hoof.
The ox is very useful to man.
(Then follows an enumeration of the uses noted above.)

Rainy-day Suggestions.

BY J. M. E.

Wear a bit of bright color, a ribbon or a flower. If you don't have a canary in the window of your schoolroom, borrow one for the day. Set the plants that are usually on the window-sill on your desk, or, better yet, around on the desks of the pupils. Invent a new programme for the day, or make some change in the old. In short, as long as there is no sunshine out of doors keep a double portion indoors.

The Chinese.

BY L. F. A.

BLACKBOARD READING.

GRADE. II.

The Chinese people have yellow skin.
They do not dress as we do.
They are fond of rice. A great deal of rice grows in China.
They also eat mice and puppies.
China is on the other side of the earth. When it is night here it is day there.
The Chinese children study aloud in their schools. They have queer letters in their books.
The men wear their hair in long braids. The ladies like to have very small feet.
They eat their food with chopsticks.
Many things that they do seem very strange to us.
Would you like to be a Chinese boy or girl?
I would rather live in America.

A Few Things in Which South America Excels

1. It has the densest and most extensive forests in the world.
2. It is richer in birds and insects than any other continent.
3. It has the largest river in the world.
4. It has the fiercest volcano in the world.
5. It has the loftiest mountain in the Western hemisphere.
6. It has more volcanoes than any other continent.
7. It has a volcano which has the deepest crater in the world.
8. It has more wild cattle and horses than any other continent.
9. It has the highest lake of any considerable size in the world.
10. It produces more coffee than any other continent in the world.
11. It has the loftiest volcano in the world.
12. It is probably the richest mineral region in the world.—Lessons on the Continent, by A. Flanagan.

COMMERCIAL AND INDUSTRIAL GEOGRAPHY.*

FRUIT.

BY ALBERT E. WINSHIP.

OLIVES AND LIMES.

FRUIT means primarily "enjoyment," and is, presumably, the part of the plant that gives enjoyment. Rural communities have wild and garden fruits and the larger communities deal in domestic and foreign fruits. The American wild



fruits are chiefly berries,—blueberries, blackberries, raspberries, barberries, cranberries, checkerberries, etc.

LEMONS.

Lemons followed closely upon oranges as a profitable article of importation, and the Sicily lemon has had no American competitor until now. Our oranges were better than those raised elsewhere, but our lemons were not the equal of those from Sicily, because we could not "cure" them. Mr. Blanchard, of Santa Paula, California, and others have learned the art, and to-day there are lemons coming over the mountains that are the equal of those from Sicily. Mr. Blanchard alone has 500 acres in lemons, which will yield larger crops than have ever been anticipated. The United States consumes 100,000,000

*Copyright, 1897.

foreign raised lemons a year, for which we send abroad more than $4,500,000.

DATES.

The dates of commerce grow upon a beautiful palm from sixty to eighty feet in height, and range from the Canary islands through northern Africa, Arabia, and India. This is the chief source of income in Arabia, where it is the staple article of food. The dried fruit, which is brought to the United States to the extent of $300,000 and more each year, is very rich in sugar. The date palm has never been a success in Europe or the Americas.

PINEAPPLES.

Florida already raises 10,000,000 pineapples. These are very large and of excellent quality. They grow along the Indian river and about Lake North, and in other parts of the state. This makes it certain that she can supply the American market; and we have only to fear the very low price of labor in the West Indies and the cheap freight. There are few more fascinating sights in the agricultural world than the vast acres in Florida with the wide spreading pineapple plant covering the ground, while in the centre of each plant nestles a large, lucious "pine."

It is not easy to see why it is called an apple, or a "pine" apple. It is a native of South America, and is found wild in Brazil, Central America, and Mexico. In the royal Horticultural Society of England there is a picture of the royal gardener on bended knee presenting to Charles II. the first pineapple grown in Britain. It is written that Charles II. had served at his table a pineapple from the Barbadoes about 1665.

ORANGES.

Oranges followed close upon the banana, the first cargo coming from Sicily two years later, 1832.

The orange is probably a native of India, but early went to Arabia and the African shores of the Mediterranean. It came to Italy and Sicily with the returning crusaders in the twelfth century. Italy and Sicily monopolized the United States market until recently. In 1878 the West Indies and the Azores began to compete with the Mediterranean.

Th Mandarin and Tangarin are Chinese oranges. The "blood" orange is raised in Southern Italy. The "Seville" of Spain is a bitter orange used for marmalade.

AMERICAN ORANGES.

Florida oranges first made their appearance in the New York market in 1871, and by 1875 they pressed the Mediterranean grower until the prices were greatly reduced. The price of labor is so low in Italy and the freights are so cheap that the Sicilian grower can box, ship to New York, and land in the New York market for less money than the Florida grower can. But the Florida oranges are so much better in quality that they are the favorite, regardless of price. The Indian river is a long narrow inlet extending far up the coast, with a narrow strip of land between it and the sea. Beside this grow the famous "Indian river" oranges. Their only rival is the California navel. California is now one of the best orange growing sections. Riverside is the most remarkable orange orchard in the world. The board of trade recently figured that there were orange trees enough in the town to set a row, the trees a rod apart, from Riverside to Boston, and then to fence in all New England



and that the fruit in one year was sufficient to ship a train load of ten cars every week day in the year, leaving enough unshipped to carpet Rhode Island.

One thousand oranges is thought to be a large yield per tree in the Mediterranean districts, but in California they sometimes reach three times that number. In 1893 the Florida crop was estimated at 3,600,000 boxes and the California at 2,500,000 boxes.

APPLES.

The leading native garden and orchard fruits are strawberries, apples, pears, peaches, plums, quinces, apricots, cherries, nectarines, and grapes. The apple is the great staple American fruit, of which there is a yield of 60,000,000 barrels. There are early delicious summer and autumn varieties, while others keep into the winter, even through to the spring. It is cultivated farther north than any other abundant fruit. It grows in Canada. The best apple belt is north of the Potomac and Ohio and east of the Mississippi. England is learning to appreciate our apples, and even passenger steamers fill their spare state-rooms in the season with barrels of apples, of which more than a million barrels are shipped each season. Our apples are the favorites in England. France, Belgium, and Holland are our only rivals. Fairly good apples in limited quantity are raised in South Africa, India, China, and Australia. Our leading market is the United States. The one "out" about the apple crop is the fact that all trees seem to bear or not to bear the same year.

BANANAS.

The first bananas seen in the United States came in 1804, when a few bunches were brought from the West Indies on a schooner. This experiment was repeated two or three times a year, the largest risk taken being on thirty bunches. The first cargo of bananas brought to the United States was in 1830, when a New York merchant received 1,500 bunches. From that time on a few cargoes came to New York every year. This was the extent of the trade until after 1850. To-day there are 15,000,000 bunches received annually.

The banana is a native of the East Indies, but is now grown in all tropical countries. It is forty-four times as productive in weight as the potato, and 133 times as productive as wheat. A bunch will sometimes weigh eighty pounds. It is the staple fruit of the natives in many Pacific islands. The American market is largely supplied from Africa, the East and West Indies, South America, and the Pacific islands.

STRAWBERRIES AND PEACHES.

The appetite for strawberries and peaches is insatiable. The strawberry is a much cultivated fruit about every large city, and is raised in vast quantities in Florida and sent north all winter. In California it is in the market eleven months each year. The peach is the most delicious of the stone fruits, and is at its best in New Jersey, Delaware, and Maryland. It has never been found wild and is not known to be native in any country.

GRAPES.

The grape and its juice are world admired and have been from classic times. There are three important varieties,—table, raisin, and wine grapes. Italy and France are the grape centres of the world, although California threatens to rival them. There are no better table grapes in the world than are raised in Western New York, Ohio, and Michigan about Lake Erie. Raisin grapes are best in Malaga and California.

FIGS.

The figs of commerce grow upon a shrub or tree about twenty feet high. This tree is a native of Syria and Asia Minor, but its present home is about the Mediterranean. This is pre-eminently the fruit



of the Hebrews and Greeks. It is supposed to be the first plant mentioned in the Scriptures, and in Greek and Latin it is frequently named.

The figs of trade come largely from Spain, France, and Asia Minor. California is raising considerable quantities of figs. The best figs are from Asiatic Turkey. Figs are easily dried for the market. England, alone, imports about $400,000 worth of figs.

[Other articles in this series have already appeared in the *Journal of Education* as follows: Wheat, November 19, 1896; Wool, January 21; Cotton, February 4 and February 11; Silk, February 18; Linen, March 18; Cattle, April 8. Articles will follow in the *Journal* upon Iron and Steel, Granite and Marble, Pens and Pencils, Spices, Boots and Shoes, Salt, Drugs.]



THE LITTLE MAPLE TREE.

BY K. LIVINGSTON.

DURING the greater part of the winter we have had dried, lifeless specimens for our object lessons. Now, the fresh, green buds of spring seem doubly dear to us.

The children ever delight in the story of the growth of the little maple seeds. These first shoots are so common that each child may have one to examine.

Make the story interesting and adapt it to your pupils. They will be interested in the seed's struggle for life, its development, and its growth.

THE LITTLE MAPLE TREE.

Old Nurse Nature wrapped up a little seed in a warm brown coat. It was very snugly tucked up, and could not even see out. The old nurse did not forget to put a little dry food in with the baby seed, so it could have something to eat when spring came.

This little seed lay very quiet all winter.

Now, Nurse Nature has brought up a great many seed



babies and knows just how to do it best. She has three kind friends to help her. These friends' names are Rain, Sunshine, and Earth.

Early in spring the nurse sent Rain to see how the little seed baby had slept through the long night of winter. The good friend Rain brought water for the seed baby. Rain mixed this water with the dry food that the old nurse had put in with the seed, and it made nice food for the seed baby. The little seed liked it very much.

Then the other friend, called Sunshine, came and told the little seed it was getting very warm and that it must peep out and see the world.

Then the little seed began to stretch itself and move about inside the brown coat. But the brown coat felt warm, and as the little seed grew stronger, it patiently and persistently pushed out one little foot, called a root. Just as its foot came out the third friend, Earth, was right there and said, "That is right, I will help you." Then the little seed bent its back and pushed upward with all its strength. At last it saw the sun and felt the fresh



spring air. Then the seed held up its arms, and every day they were stretched higher and higher, for it loved the good friends, Sun and Air. Finally it sat upright and looked about. The earth seemed beautiful. It saw many other seed children just like itself.

In a few days more a little bud appeared between the two leaves.

In these leaves are tiny veins like those we see in our own wrists and hands. Our veins carry the blood through our body and make us grow. Of what use can these little leaf-veins be?

These leaves must work very hard. What work can they have to do?

The little stem grows taller every day, and soon there is a new pair of leaves. Are these just like the first ones?

So the little plant keeps on growing. Its roots grow deeper and spread out very fast. Its stem grows higher and the leaves branch out.

Now, our little seed child has feet, body, arms, hands, and veins just as we have, only they are called roots, stalk, stem, leaves, and veins. How the seed child grows! Old Nurse Nature at length says: "I think this seed child is able to care for itself now, for it is getting very large."

Our little seed child shall have a name, and what shall it be?

How will Sugar Maple do? We like this tree, for it gives us the maple sugar we all love.

QUESTIONS.

The Plant.—Where did you find it?
How was it being cared for?
Who were its friends?
How large will it be when fully grown?
Can you think of other plants that look like this?
What does a little plant feed upon?
The Roots.—Are there many roots or only a few?
How do they grow?
Could this plant live without them?
What soil do these roots like best?
How do they get nourishment from the earth?
The Stems.—What is the position of the stem when it first comes out of the ground?
Why is it arched?
Are there many stems or one?
What is the color?
Are they smooth or rough?
Of what use are stems?
Leaves.—Where do the first little leaves come?
Draw the shape of this leaf upon the board.
How are these leaves arranged on the stem?
How many parts has the leaf?
Is the stem long or short?
Of what use are the leaves?
How do the first and the later leaves vary in shape, size, and color?
Observe carefully the veins.

The Cuckoo.

[For reproduction.]

CUCKOO, cuckoo,
What do you do?
In April
I open my bill;
In May
I sing night and day;
In June
I change my tune;
In July
Away I fly;
In August
Away I must.

—The Riverside Primer and Reader, Houghton, Mifflin, & Co., Boston.

NATURE STUDY FOR MAY AND JUNE.

BY A. C. BOYDEN,
Bridgewater Normal School.

SPRING LIFE.

THE exuberance of spring life is very attractive to children, and its different phases should be noticed, particularly that the relation of all may be appreciated as parts of this great growing world of life. Many lines, especially of animal life, may be used incidentally, while the more available plant life can be used for careful schoolroom observation. The use of the material and the way of presenting it should lead the children into the spirit of the fresh growth about them. The child view of nature is first to be found in order that the right starting point for the work be secured, thence the child can be led up to one truth after another, according to his own natural development.

FIRST YEAR. ANIMAL LIFE.

During the month of April the birds were looked for as they came back from the south. Now the birds have mated and are busy gathering the material for these nests; soon the motherbird will be sitting on the eggs, and later both parents will be gathering food and carrying it to the young birds. Still later the young birds will be taught to fly for themselves. Thus the home life of the birds is emphasized. Some old nests may be brought in to show the material used and the arrangement of the parts to make a strong nest. These nests may be placed among the branches of some small tree in the corner of the room to show how the birds may select a firm place for the nest. Most of this is a conversational reporting of the observed habits followed by the thoughts natural to children. Another form of animal life peculiarly interesting to children is the insect coming from his cocoon after the long winter rest. So great a change has taken place in this cocoon that we should not recognize the crawling caterpillar in the beautiful flying butterfly. Caterpillars are seen on the leaves of many trees fitted by color, legs, and jaws to crawl about and eat the soft vegetation, often doing great injury, especially if the birds have been driven away. This can easily be illustrated by specimens under a tumbler or in a bottle feeding on the leaves. The butterfly is changed from the previous form of life so as to fly from flower to flower, and with his long tongue suck the honey without injuring the flowers. This can be shown if not already noticed. Soon the butterfly will lay her eggs and caterpillars will hatch to again go through the changes that fit it for its peculiar life. The wisdom of the cocoon stage is apparent to all.

FLOWERS IN THE SCHOOLROOM.

Both wild and cultivated flowers will be brought in by the children in fresh variety as the season progresses. Let the teacher guide in the proper collection and artistic arrangement of the contributions. In many cases school gardens, or at least window gar-

dens, can be planted, which will not only beautify the grounds, but teach the children to care for the growing plants; they also will provide illustrations for the school exercises. A variety should be sought, bunches of wild flowers transplanted, typical flower and vegetable seeds planted for the sake of comparison. Many hardy shrubs may be transplanted in the school garden. (The Massachusetts Horticultural Society of Boston has some publications helpful to teachers along this line.) Do not neglect to bring in some of the flowerless plants, ferns, mosses, and lichens, for observation of their parts, thus expanding the idea of a plant.

COLORS OF THE FLOWERS.

Let the children make suggestions about the arrangement of the flowers to give the best effect to their beauty. By a color chart they may recognize the principal colors of the flowers by name. Let them select colored papers to be hung beside the flowers. A number of colors will be selected for some flowers and the idea of harmony perceived. The flowers are to give beauty to the world as well as to attract insects. Some poetic selections regarding individual flowers may be read to still further impress the thought of the beauty of the flowers. [Dana's "How to Know the Wild Flowers" groups plants by the colors of the flowers and is helpful to teachers in recognition.]

LIFE OF A FLOWER.

The youngest school children can trace by observation the life of the flower from the first appearance of the green bud, through the gradual unfolding, till the colored leaves are seen unclosing the stamens and pistils. The yellow pollen is an evidence of the ripe flower, and at this time the bees are busy getting the honey. Gradually the flower leaves fade and fall, the stamens soon follow and the green fruit appears. When the fruit is ripe it is ready to split open and let the seeds escape, to be ready to make new plants the next spring. The violet is a good plant to use in tracing this life history.

THE WORK OF THE PLANT.

The best way to teach the simple parts of a plant is by thinking of the work each does for the growth of the flowers and fruit. The roots in the ground suck up the water as well as hold the plant firmly against wind and storm. There are many threads to the roots, and they spread out so as to do this work in the best way. Different plants have different kinds of roots, each the best for its own use. The stem carries the water and food collected by the roots to the leaves and buds which it holds along its sides. Different stems will also be noticed. The leaves are at work also for the plant in taking in the sunlight and air. Thus all are working together to make the seeds for next year. Simple sketches can be made of a plant with these parts, also of the parts separately. The plant vocabulary is being learned in connection with the early language exercises. A simple series of reading sentences can be prepared that will give the truths taught in their natural order.

SECOND YEAR. ANIMAL LIFE.

In addition to the observation suggested in the first year the development of frogs' and toads' eggs may be watched. Only a few eggs should be kept in the jar of water, and portions of the water should be renewed. It is better to keep the jars out of the direct sunlight. The mass of jelly in which they are laid protects the eggs. Two parts to each egg can be distinguished, one of which (the yolk) is food for the young tadpole. When hatched it swims about like a fish, and often the gills can be seen on the sides of the head. The tadpole at first feeds on fresh water plants, which should be placed in the jar; later it feeds on small animals found in the fresh pond water supplied from time to time. The legs appear gradually, finally the animal fasts, absorbs its tail, and becomes an insect-eating frog or toad. It would be well in June to have a frog in a little water in a jar or a toad in a jar of sand, for the purpose of watching the habits.

PLANT LIFE.

More can be done this year in collecting different kinds of plants. Lists should be written on the board according to the colors of the flowers, and the locality written beside each (swamp, woods, dry fields). But the collection should not be limited to flowering plants. In the lower forms the children should see how many plant parts can be found—root, stem, leaves, fruit, spores. In a box of moist earth ferns and mosses may be transplanted, and lichens on bark and stones mingled with them. Devices with colored papers, and colored illustrations in the weather record increase the interest in observing. Appropriate poetic selections furnish copying material, and flower myths may be read to the children. Some of the plants are simple enough to be sketched with all their parts—anemone, bluets, violet, etc. Coloring is one of the best means of expression.

PARTS OF THE FLOWER.

Direct in finding the parts, teaching the names sepals, petals, stamens, pistil. A sketch kept on the board with names attached will help fix these names in the vocabulary. Notice the colors, position, number, and form; think of the protecting leaves, the colors and odors attracting the insects; find the pollen on the stamens, look for pistils forming fruit with seeds in it, think of the scattering of the seeds. A bunch of violet plants growing in the room will illustrate the stages in the flower life. In many flowers the four parts will not all be found; the petals are wanting in a number of the spring flowers (marsh marigold, anemone). The flowers of the fruit trees are large enough for easy examination, and the steps in forming the fruit are clearly traced. After using the new names in oral sentences, the best ones can be written for reading or copying exercises. Then written sentences may be formed from the vocabulary.

A series of reading exercises should be prepared by the teacher, if not available in a reading book.

PARTS OF LEAVES.

Trace the sap in its movement through the stem (petiole) into the midrib and veins of the leaf (blade) till it fills the network of small veins between which is the green pulp. This will impress the nature view of the parts of the leaf. The petiole is particularly examined to see how the leaf is firmly attached to the branch; the ribs and veins are a framework for the leaf, holding it out in the sunlight. A sketch of a leaf with names attached is used to fix the names. Other leaves are observed to find the same parts, although the arrangement differs. Some of the simple forms can be drawn or colored, and the sentences written beside them. This series of sentences should carefully cover the facts of observation, that the language may keep pace with it.

THIRD YEAR. BIRD LIFE.

While quite a list may be recognized by color or habit, a few birds are selected for continued observation during the spring, in the hope of arousing much enthusiasm in bird life. The simplest list might consist of a live canary in the schoolroom, the robin and woodpecker around the school yard, the hen or duck at home, and birds seen in the neighboring trees. A great aid to this study will be short walks taken by the teacher with groups of children. ("Birds," Nature Study Publishing Company, Fisher building, Chicago, $1.50 per year, has colored plates and reading matter of great assistance to teachers in becoming familiar with our common birds. "Birdcraft," Wright, Macmillan, & Co., also has colored plates. Chapman's Birds of Eastern America, D. Appleton & Co., is a valuable aid.)

The points to be observed include the general colors which aid in distinguishing the bird, the movements, how it eats, drinks, sleeps, keeps its feathers clean and oiled, sings or calls, builds nest, cares for its young. The relation to insect life is an important point to emphasize, so that the great value of the birds is appreciated. By all means let "Bird Day" be observed in a way to increase the interest, not only in the school, but in the community. Literature is full of selections for use.

PARTS OF A BIRD.

A closer observation is facilitated by some stuffed specimens, which may be borrowed or contributed. The colors of the head, breast, back, wings, and tail are selected by comparison with the color chart. After selecting the colored papers they may be mounted in order to illustrate the variety and harmony of colors in one bird.

The kinds of feathers—the long quills of the wings and tail help in flying, the smaller feathers lap over one another so as to cover the body perfectly, and the soft down next to the body keeps it warm. A collection of hen's feathers will illustrate these points, and serve as material for the drawing exercise.

The horny bill picks and crushes the food—delicate in the canary, but strong enough to crush smaller seeds; larger in the robin, to collect worms and crush larger seeds; straight and strong in the woodpecker, for pecking the trees; stout and curved in the hen, for picking food scratched from the ground, flat with a strong cap on the end for finding vegetable food in the mud. Each is adapted to the need of the bird.

The legs and toes also illustrate this adaptation—slender in the canary, for perching; broader and stronger in the robin, for running along the ground; two stout pairs in the woodpecker, for running up and down trunks of trees; large and stout in the hen, for scratching; webbed in the duck, for swimming, with short hind toe. Sketches of the head and bill are possible to accompany any written descriptions appropriate to the grade. Carefully prepared questions aid in developing the language expression.

PLANT LIFE.

The flowers need not be neglected on account of the bird study. Lists can be made of the flowers recognized, their color indicated, and the locality where they grow. The special work of this year is to gain the power to describe a plant—the kind of roots, thinking of their value to each plant; the kind of stem (position, length, size, etc.); the kind of leaves (shape, petiole, veins, arrangement on the stem); the parts of the flower, their color and arrangement; the fruit when present. Some of the plants can be drawn, also the leaves and flowers. Marsh marigold, anemone, buttercup, cinquefoil, cherry, and apple will be suggestive as good illustrations. The new vocabulary will need considerable drill and the various forms of written description.

FOURTH YEAR. ANIMAL LIFE.

By this time the children are able to think of animals in groups. It is suggested that the beginning be made with backboned animals, or vertebrates. Let the children think out a list of domestic animals that have backbones; it is noticed that our strong animals are in this list—horse, cow, cat, dog, etc.; that the birds, the frogs, and fishes also are among them. It is noted that the animals we can train are among them, for they have brains protected by the bony skull. They also furnish many useful things—meat, milk, eggs, hides, bristles, horn, glue, feathers, etc. It is shown to be a very important group of animals. Let them think of animals that do not belong to this group—oyster, clam, insects, etc. Make a double list on the board according to this basis of division.

THE FISH.

Some small fish may be kept in a jar of water in order to watch the movements and other habits. A large fish obtained at the market may be suspended against the blackboard, where all can easily see it. The following points suggest the line of thought—the boat shape of the fish as adapting it to move easily through the water; the slippery covering over the scales which aid in gliding through the water. The scales can be examined further to show their nature

and arrangement, a few can be taken off and drawn. The various fins are carefully distinguished—those along the back and on the under side keep the fish in position, the tail is used to move forward, the front pair and the hind pair aid in movements up and down or sideways. The fish in the jar illustrate these movements and the perfect ease of moving is appreciated. Of the head parts the circular eyes are prominent, no eyelids are found, but the eyes are protected by the thin membrane. The nostrils are small openings on the snout, the teeth are many and sharp, they point inward to hold the slippery food. Back of the head are the gill covers, which protect the four pairs of red gills by which the fish breathes the air that is in the water.

The backbone of a cooked fish is an excellent means of teaching the structure, for the small vertebrae and their spines are distinctly seen, also the column for protecting the nerve cord. The flexibility and strength are manifest. A drawing may be made of one of the bones. The whole fish is sketched and descriptive sentences are written from a series of headings—color, shape, fins, gills, etc.

OTHER VERTEBRATES.

In the country the turtle can be brought in by the older children and will serve for an illustration of adaptation of parts to habits.

Frogs' eggs in masses, and toads' eggs in strings may be hatched as suggested previously, all the stages of development being noticed. A series of sketches on the board will aid in the observation. Compare the living frog and toad—color of skin (protective); adaptation of legs to movements (in water and on land); mouth, teeth, tongue fitted for insect food (the slimy tongue is attached in front and thrown out as a blow at the insect); eyes and ears prominent; breathing by a swallowing movement. The great value of the toads in our gardens is easily shown and impresses children.

A simple summary of vertebrates closes the work, reviewing the different coverings, the parts for moving, the teeth or their equivalent, the breathing, the care of the young, those that feel warm to the touch (warmblooded), and those that feel cold (cold-blooded). The adaptation of parts to the life is the all-important nature thought. Dictation exercises will be found very helpful in preparing a description of any point suggested by the headings.

Over-crowded Ranks.

BY PRINCIPAL J. H. ROHRBACH,
Pottstown, Pa.

The public school should aim to make pupils punctual. Preaching and prating about this virtue will not suffice. Make punctuality the rule and fight the laggard as you do the liar. The pupil that is tardy in attendance, that is tardy in performing required work, will in due time become the tardy payer of taxes, rents, and other obligations. Really, the tardy pupil is training for a sphere in life that is already overcrowded.

FLOWER TALES FROM MYTHOLOGY.*

STAR TALES.

BY GRACE ADELE PIERCE.

Ariadne and Her Crown.

THESEUS was a brave young prince who was the hero of many adventures. But although he was brave, he was not kind, as you will learn from this story.

Every year the father of Theseus, who was the king of Athens, was obliged to send to the king of Crete seven young men and seven maidens. These were sent to appease a terrible monster called the Minotaur, who lived in a cave in Crete. This cave was named the labyrinth, and no one who had once entered had ever been known to return. The parents of Athens lived in continual fear lest their children might be taken from them, and the young people themselves dreaded the terrible monster. But one year when the lot had been cast, and the young men and maidens were leaving their homes, as they thought, forever, the king's son offered himself in place of one of the victims. Every one thought the youth very brave as he sailed away in the ship with its black sails.

When this sad company arrived in Crete they were conducted immediately to the king and his court. Ariadne, the king's daughter, was there, and she too thought Theseus very handsome and very brave. She felt sorrowful that so fair a youth should be devoured by the Minotaur. So when her father was not looking, she stole to the side of the young prince and gave into his hand a thread, by which he might escape from the labyrinth, and a sword with which to slay the cruel monster. Theseus accepted these gifts, and, as he entered the cave, he fastened the thread. He had not led the company far when they heard the bellowing of the hungry Minotaur. But while his companions trembled and clung about him, Theseus drew his magic sword, marched toward the frightful creature, and killed him. Then he led his companions back by means of the thread.

The princess was glad to see the brave youth safely back again, and when he sailed for Athens she went as his companion. They sailed on pleasantly until they came to a beautiful island called Naxos. There they left their ship and went wandering so long among the delightful shades that Ariadne grew weary. She threw herself down in the cool shadow of the vines to rest, and as she rested she slept. And as she slept Theseus stole away and left her on the island all alone.

Poor Ariadne wakened and was afraid. She called and no one answered. She could see the black sails just disappearing beyond the blue line of the sea, and she knew she was forsaken. Hour after hour she sat on the cold rocks of the shore straining her sight across the sea, and hoping Theseus might come back. But no young prince came. Her voice went sobbing out at night with the sobbing of the waves, and in the morning her eyes were dim with weeping. But one day as she was sitting so sorrowfully by the shore, there came sounding across the sea the music of merry pipes and voices calling. She saw a boat come dancing on the waves toward the spot where she was sitting. As it came nearer she saw it was laden with purple grapes, and the men were crowned with vine leaves. It was Bacchus (the god of the vine) and his crew, and this island was his own. At first Ariadne was afraid, but when the god approached her looking so merry and so kind, she told him her story. As she stood before him, weeping, Bacchus thought her the most beautiful maiden he had ever seen, so he asked her to be his wife. And when they were married he bestowed upon her a golden crown set with sparkling jewels.

They were very happy together, but alas! Ariadne was only a mortal maiden, and not a goddess. She soon sickened, and Bacchus knew that she must die. The god was sad and longed to have something that might hold her always in his memory. So, as she lay with her head drooping upon his shoulder, he caught her jeweled crown and flung it up into the air. Higher it went, and higher, the jewels growing brighter and brighter, until, at last, it found rest in the heavens. And there you will find it to this day, shining with stars, and beautiful as ever.

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A SPRING COMPOSITION LESSON.

BY ELLA M. POWERS.

AS the spring days advance, be sure the pupils feel the freshness and new charm of all nature, before asking them to write about it.

One of the first requisites for a well-written composition of descriptive character is a correct and vivid mental picture of the subject.

Accompany the children to some park or hill. Choose a rare spring day for the trip at the close of school hours, or dismiss a little earlier than usual. Encourage the children to talk about the scenery and the fresh, spring life about them. Let their half-starved little souls drink in fully all the spring beauties.

The next day ask them what stands out most prominently in their picture of yesterday. Elicit various descriptions, and do not lessen their enthusiasm with criticism; this should be given with tact.

After talking a few minutes, read Bryant's stanzas on "The Gladness of Nature."

THE GLADNESS OF NATURE.

Is this a time to be cloudy and sad,
When our Mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

There are notes of joy from the hang-bird and wren,
And the gossip of swallows through all the sky;
The ground squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

The clouds are at play in the azure space,
And their shadows at play on the bright green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves on that aspen bower,
There's a titter of winds in that beechen tree,
There's a smile on the fruit, and a smile on the flower,
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles
On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles;
Ay, look, and he'll smile thy gloom away.

Read the poem through without pausing. The children have seen all that is here told so simply but expressively. Call attention to the arrangement of ideas in the separate stanzas. Let each see that in every stanza there are thoughts about objects above and below. How many pictures in this story? Let us write them. Upon the board is placed:—

Deep blue heavens.
Blossoming earth.
Birds in the sky.
Ground squirrel and bee.
Clouds in the azure space.
Shadows on the green vale.
Leaves and winds.
Fruit, flowers, and brooks.
Broad-faced sun.
Waters and isles.

Next call attention to the words that are chosen to describe these objects and how the words are arranged to express the thought.

If we were to write about the birds, what is the first sentence we would think of to write? The usual answer may be: "The birds are singing," or "the birds are here."

The teacher who is a skillful leader will not say, "These are common expressions," and thereby discourage the pupils, but she will ask for other sentences and lead the pupils to select the choicest words suggested and construct new sentences. Then turn to the poem and see how Bryant expresses the same thought; read again the lines:—

"There are notes of joy from the hang-bird and wren,
And the gossip of swallows through all the sky."

The children talk about the selection of words, learn the lines and write them.

In the same way call for a reproduction of Bryant's thought about the squirrel and bee.

Read the stanza about the clouds and call for the mental pictures of the clouds and their shadows.

What is meant by azure space?

Substitute "sky" for "azure space" and "ground" for "bright green vale," read it, and let the children compare the difference between that which is ordinary and that which is full of poetic beauty.

Commit the fourth stanza. Describe the aspen-bower.

Why is the word "dance" used?

Why not say, "The wind is blowing through the beech trees?"

Why are the words "smile" and "laugh" used?

Why is the sun called broad-faced?

Now that the children have seen and felt "The Gladness of Nature," let them select some scene in the picture to write.

To reproduce the words given by Bryant, or any other writer, has its advantages for children, especially of the fourth and fifth grades. It enriches their vocabulary, the taste is better directed and educated, and the tendency is a training in the formation of better sentences. In following the consecutive thoughts the pupils learn much about paragraphing.

In the same way, study Longfellow's "An April Day," Holmes' "Spring is Here," and Whittier's "Mayflowers."

Composition Subjects.

SUITED TO CHILDREN IN THE SEVENTH AND EIGHTH GRADES.

[Cleveland Course of Study.]

The following subjects will be suggestive of the characters of the themes which might be attempted in the seventh and eighth grades:—

Ship Building.
The History of Our City.
A Visit to a Great Manufactory.
The Telescope.
Paper-making.
Our Pleasure Resorts.
Should Our City Own the Street Railways?
A Description of a Game of Baseball.
How to Play Lawn Tennis.
Amateur Photography.

QUEEN VICTORIA.

Supplementary Reading for Junior Second Class.
[Adapted from Toronto Educational Journal.]

1. Queen Victoria was born in Kensington Palace, on the 24th of May, 1819.

2. Kensington Palace is a very old palace in London, England.

3. The Duchess of Kent, Victoria's mother, took great pains to fit her daughter for the high position she was to occupy.

4. She was required to carefully prepare her lessons.

5. She was taught to love and obey her teachers.

6. She was expected to finish whatever she undertook to do, even in play.

7. Each month she was given a certain sum of money which she could spend as she pleased, but she was never allowed to buy anything that she could not pay for out of her own allowance.



8. It was necessary that one who was to rule others should thus learn the value and use of money, and should be trained to be diligent and obedient.

9. While a child, Princess Victoria several times narrowly escaped being killed.

10. When but six months old her life was endangered by a boy who was shooting pigeons.

11. He carelessly sent a charge of shot through the window of her nursery, and some of the shot passed quite close to her head.

12. When three years of age, she was thrown from a carriage and saved only by the quickness of a soldier, who caught her before the overturning carriage reached the ground.

13. Again, when about fourteen years of age, she had another narrow escape.

14. She and her mother were aboard a yacht when a fierce storm came up. A mast was heard to crack, and the pilot, seeing the princess's danger, drew her to a place of safety just as the heavy timber fell on the very spot where she had been standing.

15. In June, 1837, her uncle, King William, died.

16. Victoria was then proclaimed queen.

17. She was only eighteen years of age.

18. She at once removed from Kensington Palace to the royal palace of Buckingham.

19. In June, 1838, Victoria was crowned queen.

20. The coronation ceremony was very grand.

21. The queen wore beautiful robes and a very rich and costly crown.

22. The carriage was drawn by eight cream-colored horses.

23. In 1840 she was united in marriage to Prince Albert of Saxe-Cobourg-Gotha.

24. They lived together very happily until his death in 1861.

25. They had nine children.

26. The eldest son, Albert, Prince of Wales, is heir-apparent to the British throne.

27. Victoria has now reigned longer than any other British sovereign.

28. On the 23rd of September, 1896, she completed the term of fifty-nine years and ninety-seven days, the length of time that George III. occupied the throne.

29. Victoria has been a wise and good queen, and is greatly beloved by her people.

30. She has always been kind to the poor and to those in trouble.

31. We join with her happy, loyal subjects in the hope that "Victoria the Good" may be spared to rule for years to come.

NATURE WORK FOR SPRING AND EARLY SUMMER.

BY M. E. C.

Rose family:
- trees, → shade; fruit bearing; homes of living creatures.
- shrubs, herbs, → fruit bearing.

I.

Trees: cherry, plum, peach, apple, pear → leaves: green, simple, smooth, alternate, oval, oblong, obovate, entire, or serrate margin.

Trees: blossoms → following leaves in some, preceding leaves in others: many, white or rosy white, pink, five parted, or grouped (calyx, corolla, stamens); pistils (one or many).

Trees: fruit, edible → globular, vari-colored, smooth or rough skinned, fleshy, juicy → covering seed, or seeds which are held within → small, smooth, round, stone; small, rough, oblong stone; paper-like covering.

II.

Shrubs or "briars": common, or high blackberry, raspberry → leaves: leaflets, 3 to 5, serrate, cut, hairy, rough.

Shrubs or "briars": blossoms: many (raceme or corymb), small, white, greenish within.

Shrubs or "briars" { fruit or berry, { red or black (smooth, shining), hemispherical, or oblong, pulpy, juicy, globes, each holding a tiny dry seed.

III.

Herbs, { low blackberry, strawberry, } leaves, { three to five lobed, green, hairy beneath, serrate.

Herbs, { blossoms, { numerous (raceme, or cymoid), white (greenish, or yellowish within), in five parts, or groups of five, { calyx, corolla, stamens.

Herbs, { fruit or berry, } edible, { black, roundish, pulpy, each globe holding a dry seed; scarlet, round, conical, or long and slender; pulpy, with tiny dry seeds scattered over surface.

Type lesson thought—(A) Apple.—Use in March and early April cuttings; notice bark; bud arrangement and development; child to discover whether bud held leaf or blossom; consider in a general way characteristics of leaf and blossom. Compare with others. Blackboard drawings of tree, and cuttings in various stages of development. When blossoming out of doors occurs, study in detail breakings bearing blossoms and leaves; notice when petals fall, fruit first forms, and from time to time until the latter part of June. Cut open green first and examine. Compare all stages of development with those of pear, cherry, plum, and peach. Keep upon the blackboard illustrations of all this development.

Type lesson thought—(B) Strawberry.—Use at various times cultivated and wild plants (with roots) with and without runners; plant in bud and in blossom; with just forming berry; with berry slightly grown; with berry just coloring and quite ripe. Compare with all other specimens used. Use very freely blackboard illustrations.

These lessons should lead the class to notice closely, compare, classify, name, and tell (making and giving thought) with freedom all that has been happening; also to create in all a love for, and knowledge of, God's wonder world.

THEIR MEDALLION "FAD."

BY JEAN HALIFAX.

THE A's were busy copying some of the gallery pictures into their weekly story books.

"I'm going to make some bookmarks for Cousin Lou and Annie, for their birthdays; they come next month. Now won't these little heads look nice on a white ribbon bookmark, if they're drawn neatly?" And Mollie looked up to find that it was Miss Merry, instead of Tillie, who was standing by her desk.

"Indeed, I think it would. It is a good idea, Mollie. Don't patent it, though, for the rest may want to try it! You may have my India ink to experiment with; and use my desk if you'd like. Show it to me when you have finished," and the teacher passed on to ring the bell.

At the next recess Mollie copied one of the heads on pen-and-ink paper, and took it to Miss Merry, who was delighted with it.

"I'll bring over some white ribbon that I had to trim a summer dress with; it is still fresh, and there is a good deal of it, we'll have it for a set of bookmarks," said Miss Merry.

During their spare minutes the next week the scholars were busily making themselves little "medallion" bookmarks, like Mollie's.

As they could not draw sufficiently well to make true copies of faces, they were allowed—for this was not real school work, you see, and the drawing class rules could not well be inforced in such a case—to use tracing paper. Miss Merry furnished ribbon and India ink, and the best set were of silk. For the second set the scholars used a strip of their drawing paper and glued it, at each end, to a piece of ribbon of any color they chose to have. It did not take a long time to copy a few faces on a slip of paper, and another minute or two saw the slip fastened to the ribbon and the ends of the latter fringed. So they made quite a collection of the bookmarks; one with faces of explorers, etc., for their geographies; another with faces of historians, kings, queens, statesmen, generals, etc., for their histories; others with faces of authors, or famous men in the business world, for their reading books, or arithmetics. How quickly they could find their places in the text-books after the bookmark "fad" began to rage!



"F-a-d stands for For-A-Day, so I've heard," said Miss Merry. "And of course this particular fad will not be an exception to the rule. But while it lasts the children will be growing familiar with a good many faces of eminent people, and it is helping them in their drawing, and in accuracy of detail. So I am glad the fad is raging, and am only looking around for as helpful a one for the next!"

A few days later Miss Merry came to school wearing the oddest kind of a locket. At least that was what it seemed to be. It was against Tarryvillian ideas of good manners to stare at the teacher, so it was hard to see just how that locket was constructed, from the distance of the A's seats and Miss Merry was busy at her desk when the older division came in.

"I can't see what it is, but I believe it's some fun, for she's smiling," whispered Tillie, for this was before school began.

Just then Miss Merry left her desk and came down the aisle. And the mystery was made plain. On a chain of nile green baby ribbon was fastened a



I look and long to touch her lips,
Or steal one curl among the tresses
Through which the summer sunlight slips
And summer breezes blow caresses:
"What makes you always fair?" I cry,
But she says naught until I force her,
And then demurely makes reply:
"Why, just pure **Ivory Soap**, of course, Sir!"

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decidedly new kind of a locket—a photo of the pleasant face of our New England Whittier pasted on a small pasteboard circle.



And from that time the medallions raged in locket fashion. Everybody in school, for the next month, wore chains of pink, blue, red, yellow, etc., baby ribbon or binding ribbon, with the photo's of eminent people pasted on the cardboard lockets.

When a Friday for which no special programme had been prepared came the last part of that month, Miss Merry suggested a medallion reception.

That was Friday morning, before school. There were a few minutes left before the ringing of the bell, and they utilized the time by making a raid on the reference books. Then, when recess came, there were seven minutes more for the task of finding out all they could about their medallions. The other seven minutes were spent in the open air, that being the Science hill rule. At the nooning there were some more odd minutes, too. And so, by the time the reception hour arrived, the scholars were ready for the fun.

Lois wore the face of Amelia B. Edwards on her locket. And as all the A's had taken a trip up the Nile with her—on paper—they felt quite well acquainted; and for a moment Lois was kept busy shaking hands and answering questions and greetings.

"I am so glad to meet you, Miss Edwards. I have wished for this chance ever since I went mummy hunting with you as I read your"—etc. [The conversation was to be strictly confined to the subject of the medallion originals.]

And Lois answered them all in turn. "I am glad to meet you, Dr. Nansen. I hear that you are getting ready to sail in your Fram to find the North Pole. I am interested in your search, and I like to read about the arctic regions, though I have such a warm spot in my heart for my Egypt!"

"You ought to have a fellow feeling for me," laughed Sam, holding out his hand. And Lois, glancing at his medallion, worn as a watchchain charm, warmly greeted "Mr. Stanley," and made some friendly remarks about Africa, and the exploring parties.

Of course Miss Merry had to be here, there, and everywhere, to aid the guests in their conversations. "Ask him about the Portland house where he was born,"—this to Mollie who was trying to talk with Tim (Longfellow); "ask if the sea is changing the shore in front as fast as it did for a while." "Ask her to tell you about her father, or the Pemberton mills," to John, who was chatting with Elizabeth Stuart Phelps Ward (Annie).

They had several medallion receptions that winter, for when they grew familiar with one set of faces, they changed to ones entirely new to them all.

Miss Merry's brother sent her his pocket camera for the reception season, and the scholars had grand times with it. With the teacher's help they made copies of photo's which would have been beyond their purses otherwise. And when spring came they had over a hundred little photo copies apiece. Miss Merry borrowed the large photos for the copying, and, in return for the favor, made a little photo copy for the lenders when she sent their pictures home.

Sam suggested still another way.

"Miss Merry," he began one day, "I've thought of another game for our medallions. I showed the youngsters at our house how to do it. I told Billy and Franklin that they could study up on all the folks they could find in my story books; then when Saturday night came I'd show 'em my box of medallion faces and every fellow there that they could tell me about—his name, what he did that made him famous, and all that—I'd give 'em. And the game was to get the biggest number of medallions, of course. Well, sir!—ma'am, I mean—You ought to have seen those youngsters' chains! You'd have thought they were Indians on the warpath,—had a dozen heads apiece in no time. Mother says she hopes they'll play it again—keeps 'em out of mischief."

"So it does, Sam. It's a good idea for the rest of us," laughed Miss Merry. "Let's try that to-day," to the little B's on the front seats.

"Yes'm, let's!" responded the small B's delightedly. And they went home that afternoon with their trophies of war for "Mamma" to see and praise, from six to a dozen (medallion) heads suspended from their chains.

STORIES FROM BRITISH HISTORY.

BY PAMELA MC ARTHUR COLE.

WILLIAM THE CONQUEROR.

XVI.

WILLIAM OF NORMANDY found his new kingdom not always submissive; but he had an iron will, and he took the strongest measures to bring the English under subjection. The most valuable estates of the Saxon nobles he took away from them, and gave to the Norman lords who had come with him, and he made many of the Saxon clergy give up their parishes and livings to the Norman priests.

He ordered the Saxon language to be no more spoken, and commanded the French, which his own people spoke, to be used everywhere. This, however, was too hard Children easily catch new words, but to make grown-up people all over the country give up their own language for a foreign tongue was more than King William was able to do, even if he had had all Normandy to help him. In his own royal court and in the courts of law throughout the land the Norman French was used, but at home the common people spoke as they had been used to do and, as was natural, the Normans could not help learning from their neighbors to speak a little of the Saxon tongue, and thus, by and by, in the course of centuries, our English language was formed.

It has some words of Saxon, and it has some of Norman, and as time goes on it adds a few words from other languages, for as the people travel from one land to another, they learn some words from the people of those lands,—words describing things belonging to those countries.

The English language may now be heard, more or less, all around the world.

King William was very fond of hunting, and he made strict laws to prevent any one from killing the deer which he wished to keep for himself and his friends. These laws were the beginning of what are now called the "English game-laws." One Saxon writer said of him, "He loved the tall deer as if he had been their father." Indeed, the laws punished a man more severely for killing a deer than for killing another man.

A large forest in Hampshire was called the New Forest. King William found it already growing, and enlarged it by tearing down thirty villages. The poor people were turned out to find homes where they could, and the empty ground was planted with new trees.

It was not only that he might have the place for hunting that King William tore down the Saxon villages. He wished to scatter the people that they might not be able to meet and talk over the troubles of the country, and the wrongs they were enduring from the foreign invaders.

For the same reason he enforced the law concerning the "curfew." This word is taken from two French words meaning "cover fire." The curfew-bell was rung at an early hour, and when it was heard, every person was obliged to put out his fire and lights. So it was not easy for neighbors and friends to get together evenings to talk. There was nothing for people to do but go to bed and to sleep.

The name "curfew" was also given to a large article shaped like a great pan. It was used to put over the fire at night; after the ashes were carefully raked up, the "curfew" was put over them, wrong side up, and the fire kept safe till morning.

XVII.

One work of King William's is of great value. He caused a complete survey of the kingdom to be made. It is recorded in a great book called the "Doomsday Book"; or, as it was spelled then, "The Domesday Boke." The preparing of this record took several years; and any one may read in it the names of all those persons who owned land, just how much of each man's land was cultivated, how much grain and what kinds of grain he raised, how many sheep or cattle he had, and so on.

Shakespeare, the greatest of English poets, said:—

"Uneasy lies the head that wears a crown."

William the Conqueror found his life a hard one, and many a hard fight he had to keep the kingdom he had won.

The conquered Saxons struggled to throw off the yoke, and a large army assembled in Ely, under the leadership of a chief named Hereward; for his brave resistance to the foreign foe he is often called the "Last of the Saxons."

The camp at Ely was known as the "Camp of Refuge," and thither came recruits from all parts of England. However powerful an army King William had, it is doubtful whether he would have overcome this brave band had not a Saxon traitor shown him the way of entering the "Camp of Refuge."

More than once William was obliged to go back to Normandy to settle the disputes that had arisen there,—and although he had despoiled the English to reward the Norman barons who had helped in the conquest, yet many of them complained that they had received no more. We are told of one Norman gentleman who refused any gift of property stolen from the conquered Saxons, saying that he had only come to help his king as he thought he ought to do; but we hear of no more.

In his own family William the Norman had little pleasure. One of his four sons died early from an accident while hunting in that very New Forest which the king had planted, and the other three were disobedient and undutiful.

At one time the king attacked a castle in Normandy, where Robert, his eldest son, was then staying, and in the battle which followed Robert unhorsed his father and came near killing him. The armor which they wore prevented them from seeing each other's faces, but when the king called for help, Robert knew his father's voice. He was shocked to think what he had done. He offered his own horse to his father, and, kneeling before him, begged his forgiveness; but the king mounted the horse and rode away, refusing to speak to his son, or even to look at him. It was long before he was reconciled to him.

William the Conqueror died in France (where he was then at war with the king of that country) in September, 1087. The many cruel deeds of his life were heavy on his mind, and he prayed earnestly for forgiveness. He released all his prisoners, Saxon and Norman. In his will he did what seemed to him best for the different countries in his power, and for the disobedient sons who had given him so much trouble. He left Normandy to his eldest son, Robert, and England to the second, William. To the youngest, Henry, he gave 5,000 pounds in money, a large fortune at that time.

A Flower Acquaintance.

I MET a little lady,
A stranger here, mayhap;
She wore a gown of green,
She wore a scarlet cap.

Graceful was her figure,
Her manners very fine;
A fairy, airy creature,
Her name was Columbine.

The pasture was her parlor,
Very sweet the views;
The winds from every corner
Brought the latest news.

—Mary F. Butts, in Outlook.

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Songs of the Season.

BY W. L. GERMAN.

THE BIRDS.

WELCOME, merry songsters! thrice welcome is your song,
Very much we've missed you through all the winter long.
Don't you love the southland? say! is it far away?
You've come back very early, I hope you mean to stay.

Perhaps you saw the flowers, for they too went away;
Is birdland also flowerland? if 'tis, it must be gay.
I think I'd like to be there—oh! far away he goes,
He wouldn't stay to hear me, I've tired him, I suppose.

The Floweret.

FAIR floweret, with thy cup of gold,
Most beauteous art thou to behold!
Whence came thy form, thy regal air,
Thy sunset tint beyond compare;
Thy odor sweet that thou dost shed,
Like incense from thy bowed head?
Why cam'st thou from the lowly sod?
"I came to voice the thought of God."

Spring Is Here.

BUDDING wildwood, springing flowers,
Rifts in cloudland, fleeting showers;
Bursts of sunshine come and go,
Earth is heaven here below.

Happy children now are seen,
Lambs are skipping on the green;
Merry songsters caroling,
All are harbingers of spring.

The Violet.

DEAR little violet,
Don't be afraid,
Lift your blue eyes
From the rock's mossy shade.
All the birds call for you
Out of the sky;
May is here waiting,
And here, too, am I.

Why do you shiver so,
Violet sweet?
Soft in the meadow grass
Under my feet.
Wrapped in your hood of green,
Violet, why
Peep from your earth door
So silent and shy?

—Lucy Larcom.

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A Memorial Gift.

BY NELLIE G. JEROME.

[For four pupils.]

1.—

From woodland and field,
In this bright month of May,
What flowers can we bring
For Memorial Day?

2 (dressed in red, holding columbine).—

I am sweet columbine,
And I nod my gay head
As I offer you freely
My blossoms of red.

3 (dressed in white, holding daisies).—

I'm a tall, slender daisy,
With my petals of white.
Take a few of my blossoms,
Their faces are bright.

4 (dressed in blue, holding violets).—

We violets sweet,
Though half hid in the grass,
If you search you may find us,
My dear little lass.

1 (taking the bouquets and holding them up).—

What more can we wish
Than the red, white, and blue
Of Nature's sweet flowers
For the brave and the true?

The Lilac.

THE lilac stood close to Elizabeth's window,
All purple with bloom while the little maid spun,
Her stint was a long one, and she was a-weary,
And moaned that she never could get it done.

But a wind set stirring the lilac blossoms,
And a wonderful sweetness came floating in,
And Elizabeth felt, though she could not have said it,
That a friend had come to her to help her spin.

And after that she kept on at her spinning,
Gay as a bird; for the world had begun
To seem such a pleasant, good place for working,
That she was amazed when her stint was done.

And the pale-browed little New England maiden,
Outside of her lessons, had learned that day,
That the sweetness around us will sweeten labor,
If we will but let it have its way.

—Mary E. Wilkins, in St. Nicholas.

May.

OH a dear little maiden is dainty Miss May,
And she has such a pleasant and sweet winning way,
That we long to be out and be with her all day.

She comes over the meadows and into the town,
All embroidered with lilacs her beautiful gown,
And her bonnet of buttercups way to the crown.

When she smiles all the clouds disappear from the skies,
For there's seldom a tear to be seen in those eyes,
Whose color to match the forget-me-not tries.

And to show how they love her, their own darling May,
'Tis with blushes as pink as the dawn of day
That each apple-tree turns to a blooming bouquet.

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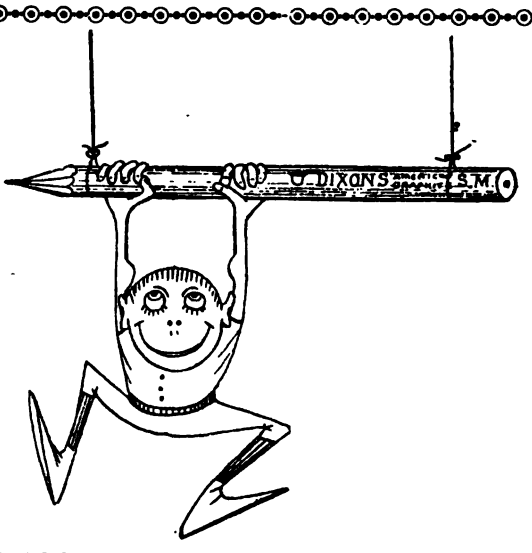
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A little child on the street of a great city, wishing to cross at a point where the surging throng and the passing vehicles made the feat dangerous to the strong, and especially to the weak, paused, hesitated, and then asked a sunny-faced gentleman to carry her across. It was the sunny face that won the child's confidence. Childhood makes no mistakes.—Exchange.

Study Your Pupils.

I once heard a minister say that boys do not tease cats and dogs because they are cruel, but because they love excitement. I thought over the good man's remark, and thought that we as teachers would have less trouble in governing our schools if we furnished the children more healthful excitement. I have no doubt that many a bright, active child has been driven into mischief to escape the tedium caused by a prosy teacher and a humdrum school. Children, like sailors, prefer a storm to a dead calm, but if the teacher would have perfect control of the ship, let her be the one to stir up the waters, and not some restless pupil.

Hence the following conversation between one of my pupils and her mother:—

"Mamma, I want a paper wad to take to school this afternoon." The mother with surprise and consternation, thinking of the schoolhouse of her childhood with its ceiling adornment of paper wads, said, "What are you going to do with it?" The child with most bewitching innocence replied, "Throw it at the teacher." "Does the teacher know?" "Oh, yes, she said we might."

The paper ball was made and taken to school, the mother feeling sure it was all right if the teacher had asked for it. The balls were brought and put under the desk to wait the time for general exercise, thus furnishing a lesson in self-control. Then they were brought out and we had a mimic game of snow-ball lasting about five minutes, when the balls were gathered up and put into the stove.

When the children were marching this afternoon I looked up just in time to see Johnnie, with the merriest twinkle in his black eyes, reach out his hands and seize the ends of the unfastened belt dangling from the blouse of the boy in front of him. It was a strong temptation of any fun-loving boy to play horse. He quickly checked the movement, however, as he saw me watching him, and for a moment looked as if caught in some mischief; but the smile which accompanied the shake of my head said, "Yes, it would be a funny thing to do, but not just right in the schoolroom." The sturdy little frame straightened and the answering smile said as plainly as words, "All right, I won't do it then, but I am glad you saw and appreciated the fun and the temptation." How delightful it always is to feel yourself understood without need of words and explanations! If we could always look upon the little outbursts of mischief from the child's standpoint, we might oftener give him this pleasure. We are trying to make our work in numbers this year more real and practical than ever before. I have felt that sometimes our scholars do not do their best because our way of treating the subject makes them think that they know nothing about it. I asked Carl one day to go to the board and make five rings. He went, and evidently liked the work, for he did

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not stop until he had made a dozen rings or more. I then held out a bag of peanuts and told him he could have five of them if he could count out just five; but he drew back, saying he did not like peanuts. So I let him take his seat. The next morning he was early at school and I showed him a box of marbles, and when I saw his eyes sparkle I told him he might have five of them. He quickly picked out just five, and has known five ever since. He liked marbles.—S. W. S., in Ohio Educational Monthly.

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No doubt millions of sounds there be that are heard by one class of creatures and not by another; and little we know how the miniature animals and insects talk and chant to their companions.—Every Where.

A Laplander's Dress.

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Social Culture in Schools.

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Not to pass in front of each other when possible to avoid it; to apologize when not.

To preface every request, no matter how slight, with "Please," and to receive all favors with "Thank you." *Don't* tolerate "Thanks" under any consideration. It has a crisp, curt sound.

Not to push, jostle, nor crowd.

To always use a low tone.

To prefer others before themselves.

To keep desks, floor, walls, and books in order.

To make a careful toilet as to hair, nails, hands, face, neck, and ears before coming to school.

To sit and stand erect.

Not to throw, but carry things.

Not to speak with anything in the mouth.

To speak kindly *to* all and *of* all — particularly of the absent.

Not to "fuss" over little things, nor over anything.

To *look pleasant* even under difficulties.

These can be taught by example!—Tennessee School Journal.

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The Depth of the Sea.

Small boys often ask their parents, "How deep is the sea?" The answer depends entirely upon the sea. The following table, compiled by one who has investigated, may help one to the solution of one of the small boy's problems. Average depth in yards: Pacific, 4,252; Atlantic, 4,026; Indian, 3,658; Antarctic, 3,000; Arctic, 1,690; Mediterranean, 1,476; Irish, 240; English Channel, 110; Adriatic, 45; Baltic, 43. — *Harper's Round Table.*

Between Lessons.

[A short exercise for little folks.]

Between lessons it is well to let the little ones stretch as much as possible, and the following is a simple method while sitting:—

1. Arms down at side; open and close hands eight times while counting eight.

2. Arms out as far as possible directly in front, exercising fingers same as above.

3. Arms out the other way; repeat same.

4. Arms upwards as far as possible; finish letting arms drop at eight.

In like manner this may be repeated, counting backward from nine.—Gertrude M. Doyle, in Tennessee School Journal.

How Little Japs Count.

The little Jap was busily engaged in counting the knuckles of his left hand with the forefinger of the right. He had gone over them several times when a companion asked him what he was doing.

"I am counting the days to Christmas," replied the little Jap, with a smile. "You know some of the months have more days than others, and I am counting the days and adding them together."

The Jap's companion seemed puzzled, and asked, "How do you do it that way?"

"How do you do it?" asked the Jap, instead of answering the question.

"Why, we," replied the little New Yorker, "have a rhyme:—

'Thirty days hath September,
April, June, and November.'

Those are the short months, and the others are long."

The Jap had never heard of that, because he had not been away from Japan very long.

"We count on our knuckles," he said. "The knuckles are the long months, and the spaces between them the short ones. The first knuckle is January, long, and the first space next to it is February, short, and so on to the knuckle of the little finger, which is July. Then you repeat on the knuckle of the little finger, which is also August, and go back and end on the knuckle of the second finger, which is December. See?"

"I see," replied the little New Yorker; "but how many days is Christmas off, anyhow?"

"As this is the first of May," replied the little Jap, running over his knuckles rapidly, "Christmas is — let me see — just two hundred and thirty-nine days off."—Youth's Companion.



Many a man will protect his money at the risk of his life. Thousands decline to protect their lives because it would require the sacrifice of a few dollars of their money. This seems almost incredible but it is true. Men feel and realize that the most relentless enemy of mankind, consumption, is slowly but swiftly creeping upon them. But in the mad race for money they refuse to stop and drive off the dread disease. It would require a sacrifice of both time and money and so they neglect it, until it is too late.

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Hopping Race.

As many children may take part as there are unencumbered aisles in the room. The children pass, one in each aisle, to the back of the room. At the word "ready" one foot is raised from the floor, and non-players are warned to keep out of the way. The course is up the aisles to the front of the room, turn at some specified line, and return to starting point.

The foot should not be changed, nor should passive foot be touched to the floor during the race.

The teacher should indicate which foot is to be used, and should alternate the use of feet.

The arms may be folded.

The foot may be grasped by the hand of the same or opposite side.

The boys may be required to raise one knee in front and clasp their hands about it while hopping.—Connecticut School Journal.

Tame Rabbits.

Rabbits are good pets for boys to keep. White ones are the prettiest. The ears are pink on the inside, and the white ones have pink eyes. Rabbits' fur is soft and smooth, and how straight they hold their long ears! They are gentle, timid creatures, and are still as mice! Rabbits have no weapons of any kind. They cannot defend themselves. Their safety is in their long hind legs, and their good ears, that they can turn to catch sound. If they cannot fight, they can run. What leaps they make, and how swift they are! Boys like to train them to leap over sticks and bars.

Most of the timid animals make homes in the ground. These homes are called burrows. Even a tame rabbit will burrow if you give him a chance. They work with their strong forepaws. The claws are blunt and strong. When they are in danger, they run to their burrows. Some rabbits are wholly black; some are black and white; and there are gray ones and brown ones. In the South they have the cotton tail. It is gray, with white on the under side of the tail. Rabbits are hungry little fellows, and must have plenty of food. What will you give your pet bunnies to eat? They will be quite content if they have good grass and clover, with plenty of bran. When they do their best for you, give them a carrot or two.—Pets and Companions.

Those Astounding Adverbs.

One evening a gentleman came home with a budget of news. An acquaintance had failed in business. He spoke of the incident as "deliciously sad." He had ridden up town in a car with a noted wit, whom he described as "horribly entertaining," and to cap the climax he spoke of the butter that had been set before him at a country hotel as "divinely rancid."

The young people stared, and the oldest daughter said: "Why, papa, I should think that you were out of your head."

"Not in the least, my dear," he said, pleasantly. "I'm merely trying to follow the fashion. I worked out 'divinely rancid' with a good deal of labor. It seems to me rather more effective than 'awfully sweet.' I mean to keep up with the rest of you hereafter. And now," he continued, "Let me help you to a piece of this exquisitely tough beef."

Adverbs, he says, are not so fashionable as they were in his family.— Boston Post.

Geographical Conundrums.

1. What city can be put in a bottle? Cork.
2. Of what city could a fur coat be made? Astrakhan.
3. What river is a Spanish title of nobility? Don.
4. What islands should be very wise? Solomon islands.
5. Of what island might a dress be made? Cashmere.
6. What city is very peaceful? Concord.
7. What city is the highest order of heavenly beings? Archangel.
8. What lake is used to season food? Salt.
9. Of what cape may I make a cape? Sable.
10. What city in the west might we find in a cemetery? Tombstone.—School Record.

The Difference Between Success and Failure

In any field of work lies in one's PREPARATION rather than in natural qualifications. A person of great natural ability may meet with a certain degree of success in any chosen field, with ordinary qualifications; yet how much greater would have been his success had he received better training. Many a clergyman is occupying a pulpit of $400 a year in a field where the results of his work must be limited, who has the natural qualifications of Spurgeon, Beecher, or Talmage, BUT IS HELD BACK BY THE LACK OF EDUCATIONAL QUALIFICATIONS. Many a lawyer is earning a scant livelihood, who if given the proper educational advantages would be a leader at the bar in the state or perhaps the Union. MANY TEACHERS are wasting their time and their lives in positions paying them very meagerly, who with better qualifications COULD CHOOSE THEIR PLACES AND NAME THEIR SALARIES.

DOES IT NOT PAY

To cultivate your talents? To fit yourselves to do the best that you are capable of doing? To spend a little more time in preparation when you know that doing so will result greatly to your advantage?

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Teaching Politeness.

A mother noticed a remarkable change in the deportment of her six-year-old son. From being rough, noisy, and discourteous, he had suddenly become one of the gentlest and most considerate little fellows in the world. He was attending the kindergarten, and his mother naturally inferred that the change was somehow due to his teacher's instruction.

"Miss Smith teaches you to be polite?" she remarked, in a tone of interrogation.

"No," said the boy, "she never says a word about it."

The mother was puzzled, and all the more when further questioning brought only more emphatic denials that the teacher had ever given her pupils lessons in good breeding.

"Well, then," the mother asked, finally, "if Miss Smith doesn't say anything, what does she do?"

"She doesn't do anything," persisted the boy. "She just walks around, and we feel polite. We feel just as polite as—anything."

That was all he could tell about it, and his mother began to see through the mystery.—Educational News.

Praise to the Face.

I once saw a father walk up to a map his little boy had made and pinned on the wall. He stood before it a long time in silence, and in silence walked away. The little fellow was sitting in the room, and his father knew he was there. He was watching with his eager child's eyes, waiting anxiously for a word of approval. As none came, his poor little face fell unhappily. Straight into the next room walked the father, and said, carelessly:—

"Robert has drawn a very clever little map in there. Look at it when you go in."

"Did you tell him it was clever?" asked a judicial listener, following from the room where little Robert still sat.

"Why, no. I ought to have done so. I never thought to mention it."

"Well, you ought to be ashamed of yourself," was the deserved reply. "Go back now and tell him."

We ought all of us to be ashamed of

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ourselves a dozen times a day for like sins of omission. It costs so little to say nice things, and the result in another's pleasure is out of all proportion to our trouble.

Praise to the face: open disgrace.

No such thing. The proverb is wrong. Praise to the face is one of the sweetest things on earth, and there is no disgrace in it, unless untruth enters, or unless the praise is undeserved. It is the more grateful because no one may ask for open praise and receive by asking. When it comes thus at call it is not praise; its fine flavor is quite gone, and it is but flattery.—Harper's Bazar.

The School Did Not Do It.

I had the occasion the other day to send one of my lower grade boys to a store with a dollar. On his return he said: "They cost fifty-eight cents," laying down his purchases, "and here is the change," handing me a quarter, a dime, a nickel, and two pennies.

"But how do you know it is right?" I asked, expecting him to call for paper and pencil, subtract fifty-eight cents from a dollar, and then see if the result tallied with the change received, or to go at it by some other roundabout school method. He didn't.

Taking the change in his hand, he said: "Fifty-eight, sixty" (laying down the two pennies), "seventy" (depositing the dime), "seventy-five" (placing the nickel), "a dollar" (putting down the quarter).

It was a proud moment for me. I felt proud of the boy, proud of his teacher, and proud to be their principal, proud that in my school common sense methods prevailed.

"Where did you learn that?" I asked, patting his head.

"Oh, I learned that at home!"—M. A. Hatch, in Western Teacher.

The Original Uncle Sam.

Mr. Clifford Howard, in a recent number of St. Nicholas, tells us about the way in which the United States came to be called Uncle Sam:—

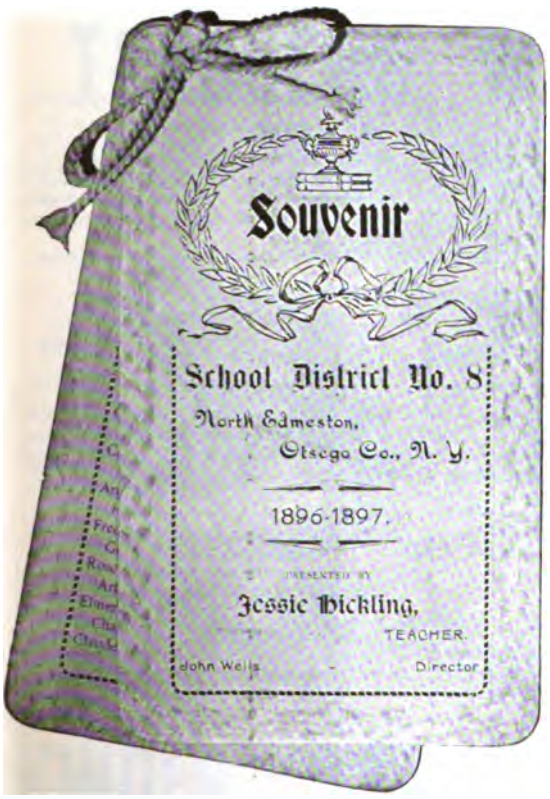
"During the war of 1812 the United States government entered into a contract with a man by the name of Elbert Anderson to furnish supplies to the army. When the United States buys anything from a contractor, an inspector is always appointed to see that the goods are what the contract calls for, and that the government gets full value. In this case the government appointed a man by the name of Samuel Wilson, who was always called 'Uncle Sam' by those who knew him. He inspected every package and cask that came from Elbert Anderson, the contractor, and if he found that the contents were all right, the package or cask was marked with the letters 'E. A.—U. S.,' the initials of the contractor and of the United States. The man whose duty it was to do this marking was a jovial sort of fellow, and when somebody asked him what these letters meant, he said they stood for Elbert Anderson and Uncle Sam. Everybody, including 'Uncle Sam' Wilson himself, thought this was a very good joke; and by and by it got into print, and before the end of the war it was known all over the country; and that is the way the United States received its name of 'Uncle Sam.'

"Mr. Wilson, the original 'Uncle Sam,' died at Troy, N. Y., in 1854, at the age of eighty-four."

The Little Pig Came Home.

A farmer in New Jersey had a number of little pigs. He did not want to keep them all, so he sold one to a man living in the near-by village. The little pig had been living in the pen with his little brothers and sisters, and had never been outside of it until the man who bought him put him in a basket, tied down the cover, and put it in his wagon to carry to the new home. Late in the afternoon the farmer who sold the pig saw something coming across the swampy meadow below his house. He watched it struggling through the wet places, climbing

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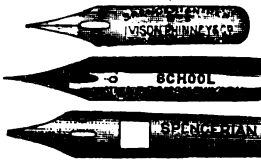
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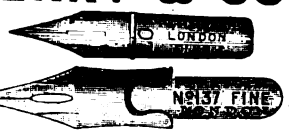
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the knolls, until he could see it was his little pig, all covered with mud, and very tired. The pig went straight toward the barn, against which was the only home he recognized. The man was paid back the money he had paid for the little pig, and the little pig stayed home.—Exchange.

ELECTRICITY IN BELTS.

Some time since an engineer in a large factory called the attention of a visiting expert electrician to the electricity in a big driving belt, and was quite surprised when the expert informed him that the electricity was caused by the belt slipping. The expert added that it was simply a wasting of power, and could be prevented by applying Dixon's Traction Belt Dressing, made by the Joseph Dixon Crucible Co., Jersey City, N. J. This dressing was applied, and the electricity disappeared at once. Electricity in belts is not only a waste of power, but is also an element of danger by fire.

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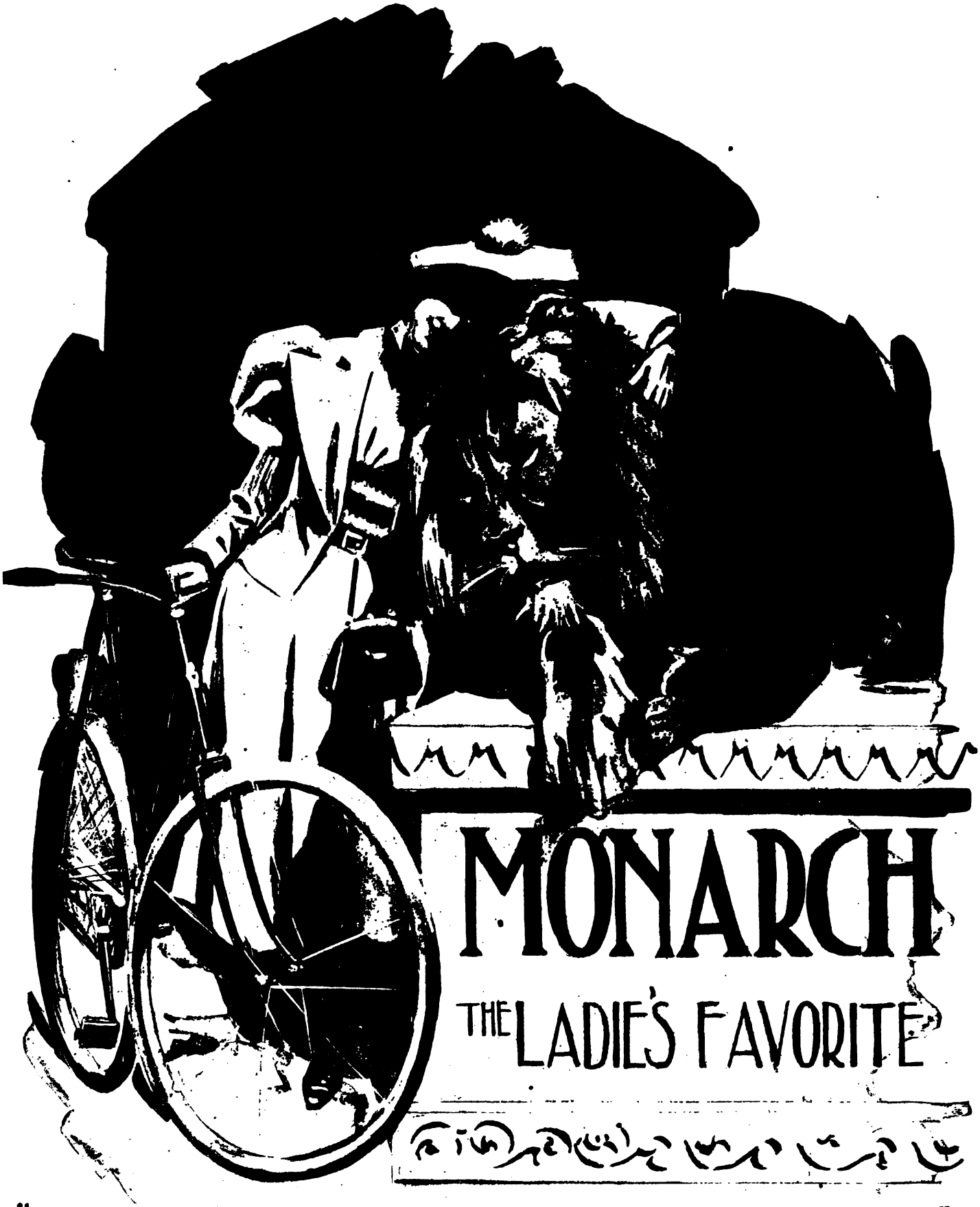
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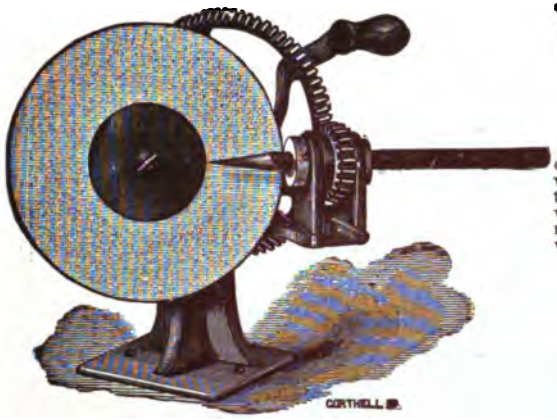
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AMERICAN · PRIMARY · TEACHER

Vol. XX.—No. 10. JUNE, 1897. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

I HAVE never seen "busy work" put upon such scientific foundations as in Worcester, where the lower grade teachers have accomplished remarkable results under the guidance of the principals, who have been directed by Miss Bessie E. Howes, the assistant to Superintendent Charles C. Carroll.

In the simplest way the busy work of the children is systematized around these ideas:—

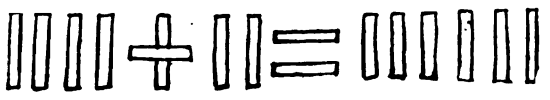
Grouping for color, form, size, and number.

Association of words with pictures, of script with its printed word, words that have the same first letters, word gallon (quart, etc.), with its equivalent word as provided in quantities of cards, word number with its equivalent in objects and figures, words with equivalent abbreviations, etc.

Matching color, form, pictures, names, number, and equivalents.

Building. Cutting.
Tracing. Sewing.

When grouping for color there is but one form, and when grouping for form there is but one color, and when grouping for simple number there is but one color and form, but when grouping for combination of numbers there are two colors, but no separations. For illustration: In the old senseless way "six" was represented by a child in this way:—



This required sixteen pegs or sticks, and did not show that the four pegs and two pegs used made the six pegs. Miss Howes uses two colors and places two yellow pegs and four blue pegs together and they are six pegs. Thus:—



This well illustrates the intelligence of all of Miss Howes' work.

For busy work material Miss Howes has none of the very small objects and none very large. The cubes, spheres, cylinders, and other geometrical solids, are half inch, while the geometrical tablets, squares, triangles, etc., are on the inch scale. The shoe pegs are the inch size. The most used objects are in all the colors of the spectrum.

In the matter of grouping, associating, and matching for size Miss Howes does not approach the intensity of Mr. Speer's Chicago work as reported in the April American Primary Teacher.

Miss Howes has provided admirably-arranged peg-boards, bead board, fraction case, and many other ingenious aids. She makes much use of toy money and of the "Brownie stamps," indeed one wonders now how anyone ever taught school before the "Brownie stamps" were invented. She has a generous supply of small card words in print and script, and of figures and signs of operations; small pictures of common objects, as cats, dogs, monkeys, hoes, rakes, pitchers, etc. There are also many fractions and "denominate number" equivalents.

Children begin quietly "matching" a picture with its printed word, then with the script word, then the printed word with its script, and in an inconceivably short time they have run along through numbers until they will match:—

1 gal. = 4 qts. = 8 pts.
1 qt. = 2 pts. = 8 gills = $\frac{1}{4}$ gal.
1 pt. = 4 gills = $\frac{1}{2}$ qt.
$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$.
$\frac{1}{3} = \frac{2}{6} = \frac{3}{9} = \frac{4}{12}$.

In building words the child is given a word like "at," "an," etc., to build as many words as he can with the box of letters and "bat," "cat," "fat," "hat," "mat," "pat," "rat," "sat," "tat," "vat," "ran," "tan," "fan," "can," "man," "pan," "van," result, with great delight to the child.

Tracing is early enjoyed by the little people, the objects traced being large, stiff, simple.

Miss Howes has a unique press-board tablet table. The forms of the inch tablets are pressed into the little card-like sheet, and the child is to find the tablet that fits each. In the same way she has circles pressed into the tablet table, about two-inch scale, and a box of fractional parts of circles are provided. She places one fractional part of the card and the child is to fill it in with pieces that "fit," and then take word cards and figure cards and tell what he has done. This seems a very little thing as I tell it, but it is "immense" in practice. The child early becomes expert in knowing that he cannot use thirds with fourths, that with a half he can use quarters and eighths, with a third he can use sixths, with a sixth he can use a half and a third, and with a twelfth he can use half, fourth or third and sixth. The "common denominator" becomes as simple as throwing a ball.

Dominoes play an important part in busy work for two or more working (playing) together.

Colored "seals," gummed, half-inch size, are among the most useful of her devices. They cost a mere trifle and are used for making only combinations that she cares to have the children retain. They learn exactness in placing them, carefulness in measuring or estimating distances, and have ever at hand to select from upon request all the combinations of addition, subtraction, and lower multiplication. A card (provided in her case by cutting into rectangles about two inches by two and a half inches the backs of school pads) with 3 green and 4 red seals means that 3 and 4 are 7, or that 7 less 3 is 4; with 3 green, 3 red, 3 blue, 3 yellow seals means that 4 threes are 12, that there are 4 threes in 12, and 3 is one-fourth of 12. In this way a child who has made the cards and retained them can find whatever he is instructed to find, and there is a deal of discipline in this use of number objects.

For variety Miss Howes has the geometric forms and fractional parts cut out of sole leather. These are excellent. She expressed surprise that the Milton Bradley Company had not made celluloid forms like their leather board, since they would afford variety and would be so attractive.

A little dish of red and yellow corn, and another of button moulds in the spectrum colors are inexpensive and furnish variety.

She had printed on their cardboard all the figures to 100. These cost almost nothing, and the children cut them up and have them to use in quantity. They thus use figures long before they make them, thus training the eye and thought before they think of the way to use the pencil.

They have inch squares in large numbers. The teacher writes on the board "5 inches long, 3 inches wide." Then each child finds the little card words and places along the top of his desk "5 inches," on the left side "3 inches." Then he places three rows of five-inch tablets and places on the right of it "15 square inches."

Thus the little people of Worcester are never idle, never wasting time, always busy, always happy in their business. The teacher has no fear that children who are not reciting are in mischief.

THE MONTREAL MEETING.

THE teachers of the East who cannot go to the Milwaukee meeting of the N. E. A. will have one of the most attractive and helpful professional programmes, and the most delightful excursion opportunity ever offered this side of the Rockies in connection with the sixty-seventh annual meeting of the American Institute of Instruction, at Montreal, July 9-12. Upon the programme there will be the leading professional attractions of the Dominion of Canada,—Hon. George W. Ross of Toronto, Dr. Robins of Montreal, Dr. Harper, president of the association for the Province of Quebec, Mr. Archambault of Montreal, R. K. Row of Kingston. There will also be present the two most eminent living educators, Hon. Henry Barnard, LL. D., and Hon. W. T. Harris, LL. D.

The following women, among them the most useful and eminent supervisors in the country, Sarah Louise Arnold and Lucy Wheelock, Boston, Gertrude Edmund, Lowell, Bessie E Howes, Worcester, Mary S. Snow, Bangor, Adelaide V. Finch, Lewiston, and Anna Buckbee, California, Pa., are on the programme.

There will also be many popular, scholarly, helpful educational leaders on the programme, among whom are Charles H. Morss of Medford; George H. Martin and John T. Prince, Boston; Charles S. Chapin and Will S. Monroe, Westfield; J. P. McCasky, Lancaster, Pa.; C. W. Bardeen, Syracuse; Jacques W. Redway, Mt. Vernon, N. Y.; Hon. Fred Gowing, New Hampshire; Hon. M. S. Stone, Vermont; A. G. Boyden, Bridgewater; G. T. Fletcher, Northampton; Rev. Charles Fleischer, Boston; Benjamin Baker, Newport; Lewis H. Meader, Providence; William C. Bates, Fall River; and A. L. Hardy, St. Johnsbury.

The executive officers—President, Albert E. Winship, editor of the Journal of Education; secretary, W. P. Beckwith, Salem; and treasurer, Alvin H. Pease, Northampton,—have arranged a specially attractive excursion itinerary, with half fare for round trip in Canada, and over all lines north of Boston, Worcester, and Springfield, and a fare and a third from Chicago and all points East of New England. Tickets good returning until July 31, with stop-over privileges in the White mountains, Green mountains, or Maine lakes. Fare on all excursions from Montreal will be half fare. This means:—

Up the river by rail to Lachine and back by boat through the Lachine rapids, fifty cents.

To Hudson on the Ottawa river by rail and back by the large steamer through the St. Lawrence and the Lachine rapids, $1.50.

To St. Agatha in the Laurentian hills, a wonderful region geologically considered, and as beautiful as the Adirondacks, $2.00.

To Quebec, $3.50.

To Quebec and the Saguenay, $9.50.

The headquarters will be at the Windsor, where the rate is $3.00. The other leading hotels make rates of $1.75, $2.00, and $2.50 per day. By writing to Mr. E. W. Arthy, superintendent of schools, provision will be made for individuals or parties in private families near the assembly hall—the new and beautiful high school—from $1.00 to $1.50 a day. Montreal hospitality will make this a delightful way to pass the time while in the city.

Henry C. Parker of the Dwight school and Herbert L. Morse of the Lyman school, Boston, Edgar E. Thompson, Worcester, Charles S. Alexander, Fitchburg, A. L. Bachelor, Lowell, Walter S. Jacobs, Providence, and others will organize parties which they will personally conduct. While this will not be so important a matter en route to Montreal, it will be a great convenience in Canada for the side excursions. Some one or more of these leaders will go each day on each of the three leading excursions to Quebec, St.

Lawrence and Lachine rapids, and the Laurentian hills. This is in no sense a money-making matter with them, but is undertaken at the request of the executive committee, in order that teachers may have every convenience and absence of responsibility that attaches to "personally-conducted tours." At Quebec the Chateau Frontenac is one of the palatial hotels of the country. One will need to stay in this quaint and historic city twenty-four hours, and it is thought the price will be reduced to $3.50 for the day.

The meeting will last from Friday morning, July 9, to Monday night, July 12. It may be safely assumed that either the St. Lawrence and Lachine rapids excursion or the Laurentian hills will be taken on one of the four days, the other two on Tuesday, Wednesday, and Thursday. If one desires, therefore, he can take the most of the meeting and all the leading excursions in nine days, leaving Boston July 8.

The total expense from Boston, for nine days, will be from $30 to $35, including the three main excursions. For further particulars write either of the excursion conductors or the president, A. E. Winship, 3 Somerset street, Boston.

AN AIGRETTE IN HER HAT.

BY HARRIET E. RICHARDS.

IN an electric car recently of the seventeen ladies in the car, ten wore aigrettes in their hats or bonnets. Did our women know of the sad deaths, this demand for aigrettes causes along our southern beaches, these bird plumes would soon be out of fashion.

As the egrets—the birds which wear these beautiful plumes—only mature them at the breeding season, the slaughter of the birds is especially cruel.

Then, when the glad proud parents have fashioned of sticks their rude home, placed it in some bush or tree over-hanging the water, have laid therein three or four bluish green eggs, have nestled them carefully, when perhaps already the little ones have pecked themselves out from the shell, and the new life needed so much the tender, watchful mother care; then there came tramping along the river bank the professional plume hunter with his Winchester rifle; a swift glance, a moment's hesitation, a report from the rifle and the beautiful green mother lies dead on the marsh.

He tears from her back the long filamentous plumes that so recently drooped in a magnificent train from her body, throws the poor carcass to the buzzards, and sells the snowy plumes to the milliner in New York for fifty cents.

A tragedy indeed! A women's hat is decorated, a little family of young birds is left to starve or be eaten by racoons or buzzards.

The wearing of aigrettes has long been in use in the East as an ornament by persons in high rank.

Sometimes its form is imitated by precious stones. One of these jeweled aigrettes has been the choicest gift a monarch could bestow upon a favorite. The sultan sent an aigrette to Nelson after the battle of the Nile, and he valued it as one of his most precious gifts.

The beautiful birds that wear these long filamentous tufts of feathers are the egrets. The milliners have given the plumes the French word from the name of the bird.

The egrets are members of the family Ardeidae, with the herons and bitterns. They are large birds, some species being four or five feet in length, and often measuring five feet from wing tip to wing tip. They have long stork-like black legs, long yellow bills, and are distinguished by these graceful plumes that grow out from the middle and lower back during the breeding season.

Their movements are graceful and dignified; all in all, they are perhaps our most queen-like and picturesque bird. They are found in marshy, swampy localities in semi-tropical climates on both continents.

The American egret,—Ardea egretta,—and the Snowy Heron,—Ardea candidissima,—are the most beautiful. Their plumage is snowy white.

Ten years ago these birds were abundant through the southern states, especially in Florida; often being seen in large flocks, but owing to the great demand for their plumes for millinery purposes, they are now seldom seen except by the expert plume hunter, who makes it his business to hunt them for the trade. Indeed, there is real danger of their being exterminated, so mercilessly are they pursued.

The Massachusetts Audubon Society, recently founded in Boston, has undertaken to secure the better protection of our native birds, by arousing a public sentiment against the wearing of feathers for ornamentation, and by seeking to improve and enforce our laws. This society has the support of many of our best citizens, and earnestly invites the co-operation and membership of men and women throughout the state. William Brewster is the president, and Miss Harriet E. Richards the secretary and treasurer. A life membership fee of one dollar is required to cover the necessary expenses of the work. The secretary may be addressed care of the Boston Society of Natural History, Berkeley street, Boston.

"They call that bird an Egret, whose light plume
Fans the spring-zephyr's delicate perfume;
Whose snow-white bosom, in fine lace-work set,
Is circled with a feathering coronet;
A queen-like bird! the slenderest, purest thing
That drops on earth, or frolics on the wing,
Or wanders where the limpid waters rise,
Or haunts the woods with birds of paradise."

The North American Child-Study Association was formed at the child-study conference in Chicago, May 1, under the lead of E. W. Krackowizer, C. C. Van Liew, Colin A. Scott, and M. V. O'Shea. The purpose is to secure the formation of state societies for child study, and in general to advance every interest of the subject. The spirit and purpose of this new association are commendable.

EARLY GRASSES.

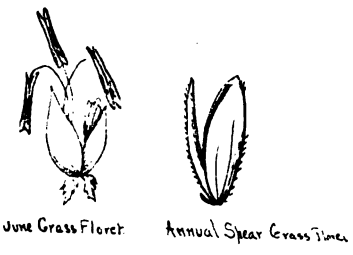
BY HELEN DEANE.

REQUEST the pupils to collect and bring into the schoolroom the varieties of grass blossoms found in the school yard, on their way to school, or in some park, pasture, or field near their homes. Encourage them to observe the arrangement, shape, and size of the blossoms, making comparisons and close observations.

These grass flowers are indeed beautiful. Sometimes we find them in conical spikes on long, slender stems, as the spike of the timothy or the shorter, smoother meadow foxtail. Again, we find them in graceful clusters, as in the orchard grass. Sometimes the little branches extend out from the stem in all directions and are loose and spreading, as in the common June grass or annual spear grass.



The younger pupils will readily learn to speak of the different parts of the grass: the leaf and it's sheath, the tall, slender stem from which spread tiny branches on hair-like stems, and the spikelets at the end. Each spikelet is composed of calyx and floret and with the aid of a magnifying glass the reproductive organs may be seen.



Select some grass and its blossom for a schoolroom talk. Let each pupil be provided with the leaves and blossoms of the June grass, for in early June we find the flowers of this grass in great abundance in the East and the West. It constitutes a large proportion of the turf in our fields and pastures, and is one of our important grasses.

This grass is familiarly known in some sections as the Kentucky Blue grass, for in Kentucky it attains its highest perfection and luxuriance.

The pupils find that the leaves are linear in shape and are of a light green color. The leaf is flat and slightly rough on the inner surface and edges; the rough inner surface distinguishes it from the annual spear grass, which is smooth on both surfaces.

The June grass produces but one flowering stem each year; this is from ten to fifteen inches long and is smooth and round, while the stems of the annual spear grass are slightly flattened.

Compare the arrangement of the lateral branches of the annual spear grass with the little branches of the June grass.

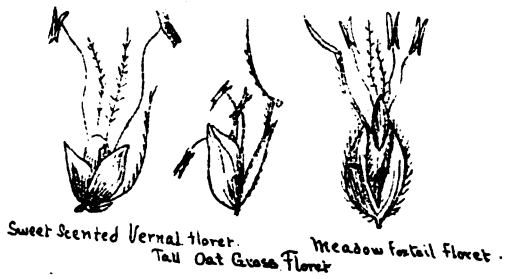
The spikelets are often variegated a purplish brown color. Under a microscope observe the spikelet, the florets, and the calyx. Close examination will disclose that the florets are webbed, thus differing again from the florets of the annual spear grass.

During the last days of May and in early June we notice the long, slender stems of a delicate grass springing up by our gravel walks and on hard, dry soil of the roadsides. To many it is the most common of green grass; to others it is the annual spear grass, with its smooth, flat leaves of light green. One is immediately attracted by the spreading, hair-like branches, arranged alternately, at the end of which are delicate spikelets of ovate shape.

Closely examine the leaves, and we shall often find them crumpled or wavy at the margins or edges and also rough. They are smooth on both surfaces. This grass begins to put forth its flowers in the earliest summer days and continues to blossom throughout the entire season.

The short-leaved spear grass is found on the rocky hillsides, and is distinguished from the above variety by its very short upper leaves.

In our walks by the roadside or field during May and June we notice a grass which gives out a peculiar aromatic odor when bruised. It is almost the only common grass that is fragrant, and is the sweet-scented



vernal grass. Under a glass, we notice the spikelets are spreading and the florets are hairy on the outside, while little spiral awns issue from the florets. When the seeds of this grass are ripe they adhere to the paleae or husks of the blossom.

Pupils delight in moistening their hands and placing in them the seeds of this grass; for all the little spiral awns begin to untwist, and in uncoiling they move about like insects.

Another grass which blossoms in early summer is the tall oat grass, often found on deep, sandy soils, or on the borders of fields. Its stems are from two to three feet high, with leaves, flat, acute, and rough on both sides. Its distinguishing characteristic is in its having two florets and the long, bent awn rising from a little above the base of the outside husk or palea.

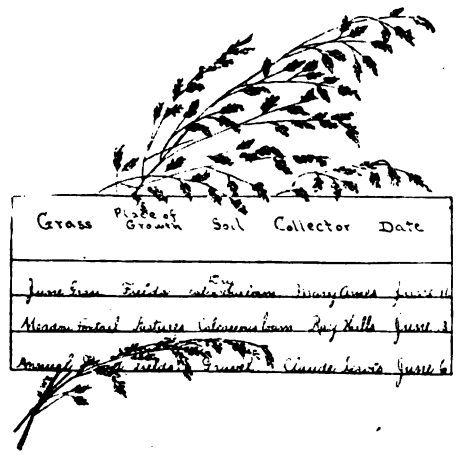
Among the grass flowers of May and June we

notice the cylindrical and soft spike of the meadow foxtail. It is shorter and softer than the longer spike of timothy, which blossoms later in the season,



usually in July. This flower is of great interest when seen under the microscope. Its awn is twisted and twice the length of the flower, its long and feathered stigmas and three stamens all give it a queer appearance.

A book consisting of drawings of familiar grasses is a very dainty affair.



The root, leaf, and flower are drawn carefully and below is written the name of the grass, the place of growth, the collector's name, and date.

A grass album is another souvenir of the season. A scrap book is procured and a collection of perfect grass blossoms made. These are pressed carefully, then laid on the page in the position desired. A little mucilage is applied to the tips and to the stem. Below each is written the variety, the name of the collector and date of collection.

Upon a blackboard a border of the varieties of grasses may be sketched as they are brought to the schoolroom. This is effective if drawn in some corner brightened by the sunlight. The sunshine brings out the shades of green in which the grasses are drawn. The different varieties contributed may be written with the locality, soil, contributor's name, and date of collection.

LANGUAGE.

BY KATHRYN LIVINGSTON.

DURING the last few warm days of the term shorten the recitations, for now the children are more restless. They would prefer to recite ten minutes at three different times than to recite thirty minutes at one time. All work seems to drag and is performed in a listless manner. We are taxed to the utmost to keep up the interest and enthusiasm.

In the language work the assignments should be of timely interest and come under the personal observation of the children. Let them write out what they would like to do; where they would prefer to go; what they desire most to see and why.

Again let them write about what they have done, have seen, felt, and wished.

For written work assign such subjects as: What the brook sees in June; the birds of June; their concerts; an insect party; the meadows in June; the conversation of the trees in our school yard; the flower ball.

Children especially like to personify, and will, if once directed, write much that may be used for reading lessons.

Read to the children two or three lines from some choice bit of literature and let them write about the lines; for example:—

"The little bird sits at his door in the sun,
Atilt like a blossom among the leaves."

Ask for mental pictures of this scene.

What kind of a bird do you see?

What does his house look like?

What kind of leaves are about his door?

What blossoms balance and swing like this little bird?

Our Glad Vacation.

[Tune: "Rally Round the Flag."]

COME, boys and girls with happy hearts, come raise a merry song,
Shouting with joy for glad vacation;
We'll greet our bright vacation time with cheering loud and strong,
Shouting with joy for glad vacation.

Chorus.

Through woodland and meadow our song shall be heard,
As free as a squirrel, as blithe as a bird.
With joyous laugh and merry song we'll have a holiday,
Shouting with joy for glad vacation.

We'll seek the haunts where woodbirds sing, and sweetest wild flowers grow,
Shouting with joy for glad vacation.
Of nature's ever-open book we'll gladly strive to know,
Shouting with joy for glad vacation.—Cho.

We play, we sing, and work, and grow, till our vacation's o'er,
Shouting with joy for glad vacation;
And for this time of joy ad rest we'll love our schoolroom more,
Shouting with joy for glad vacation.—Cho.

—Ada Simpson Sherwood.

Holmes Questions.

[For illustration of Dr. Holmes and his birthplace, see Supplement of this issue.]

[Distribute the following questions among the pupils several days before the exercises, requesting each pupil receiving one to be prepared on the answer.]

1. Give Dr. Holmes' full name. (Oliver Wendell Holmes.)
2. When and where was he born? (Cambridge, Mass., August 29, 1809.)
3. From what college did he graduate? (Harvard.)
4. What special branches did he study? (Law and medicine.)
5. In what colleges did he teach, and what branches did he teach? (Dartmouth, '39 and '40, and Harvard; anatomy and physiology.)
6. How long was he professor at Harvard? (Thirty-five years.)
7. In what magazine has much of his best work been published? (The Atlantic.)
8. In what poem does he mention his great-grandfather, grandfather, and father? (In "A Family Record.")
9. Mention some famous poet friends of Holmes. (Emerson, Longfellow, and Hawthorne.)
10. A memoir of what celebrated historian has he written? (John Lothrop Motley.)
11. "Thou at length art free,
Leaving thine outgrown shell by life's unresting sea."
How are these words of the poet true of himself?
12. From which of his poems is the foregoing quotation? ("The Chambered Nautilus.")
13. Mention some of his earliest poems that are still much admired. ("Old Ironsides," "The Last Leaf," and "The September Gale.")
14. What simple poem is a special favorite of the children? ("Katydid.")
15. What city has been his winter home for many years? (Boston.)
16. Where has he spent his summers? (Formerly at Pittsfield, Mass.; in later years at Beverly.)
17. What is his best-known work? ("The Autocrat of the Breakfast Table.")
18. What quality in particular makes his poems and prose celebrated? (His mirthfulness and wit.)
19. What do you know of his children? (He has had three children, two sons, one of whom, the elder, is living, and one daughter.)
20. When and where did he die? (At his home in Boston, October 7, 1894.)

LESSONS ON ANIMALS.*—(V.)

BY LOUISE J. HEDGE.

THE SHEEP.**

[Adapted to children studying the geography of the American continent.]

[The illustrative material for this lesson should include, if possible, both charts and pictures of the sheep, the ox, and the dog or cat. If a pair of sheep's horns, as well as a pair of ox's horns, can be obtained, they will be useful.]

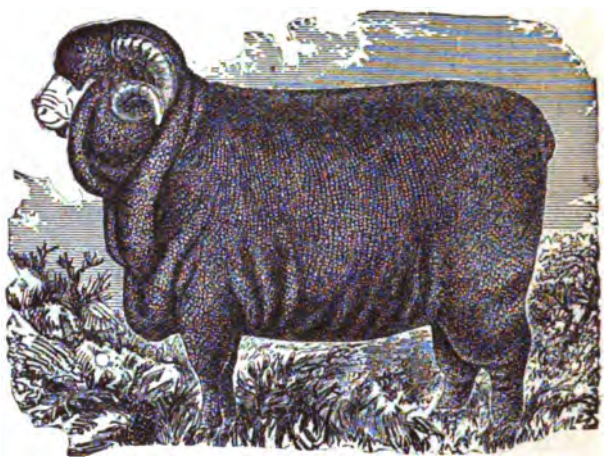
HANGING up her pictures, the teacher begins, "What animal have I here that we have not studied? Tell me some other animal about the size of a sheep." "A sheep is about as large as a good-sized dog." "That is true, for it usually stands about two feet high. Yet the wild Rocky mountain sheep, called the bighorn, stands a foot higher. We did not get our domestic sheep by taming bighorn. These tame animals were brought from Europe as cattle were.

"What is noticeable about a sheep as an animal?" To this the children reply, "It is covered with wool." "It has a small head."

"Before we talk about those points let us see if our sheep is like either the cow or the dog in any way. What do you think will be facts we shall care about learning?"

"We want to know what a sheep eats," says one; another, "What kind of teeth it has"; and still another, "How it walks."

"Let us begin with food and teeth. Why do I take those together?" "Because so far we have found the



MERINO SHEEP.

teeth made to suit the food the animals eat."

"What do you know about what a sheep eats?" "It eats grass," and someone anticipates the teacher's next question by saying, "Then aren't its teeth just like a cow's?" A little question, but it means much. It means that the enthusiasm generated in these lessons is beginning to work out in spontaneous thinking.

The teacher then shows the charts, letting the child see that what he has thought to be a fact is practically true. She then has the important facts about the teeth of a herbivore restated.

"Think a moment. Can you remember how a sheep moves its head as it nibbles grass? How is it?" "It jerks its head a little up and down." "That too is like the cow, isn't it? You remember the cow takes the grass between its lower teeth and hard upper gum and breaks it off.

"What is true of the chewing motion? What is that like? You do not remember. Perhaps you never watched the sheep chew grass. They use the same sidewise motion as the cow or the goat, and of course, moreover, they chew the cud.

"The muzzle of the sheep, though, is not quite like that of a cow. How does it differ?" "It seems to be narrower."

"That is important to the sheep, for with its narrow muzzle it can get the grass from between the stones. A sheep is more at home in a stony field on a hillside than on a rich level meadow, for when wild it is a

* Copyrighted.

** The writer desires to express her indebtedness for many points brought out in this lesson to Dr. Louis Robinson's article on "Wild Traits in Tame Animals: The Sheep," published in the North American Review, July, 1895.

mountain dweller. The grass growing in a salty soil suits it best. That is why sheep flourish so well in Scotland, in Australia, and on our western plateau.

"Now if food, teeth, and way of eating are all like those of a cow, what shall we expect to find true of the stomach of the sheep?" "I think it will have those other three bags or stomachs besides the true stomach, just as the cow did." "You are right, it has four stomachs.

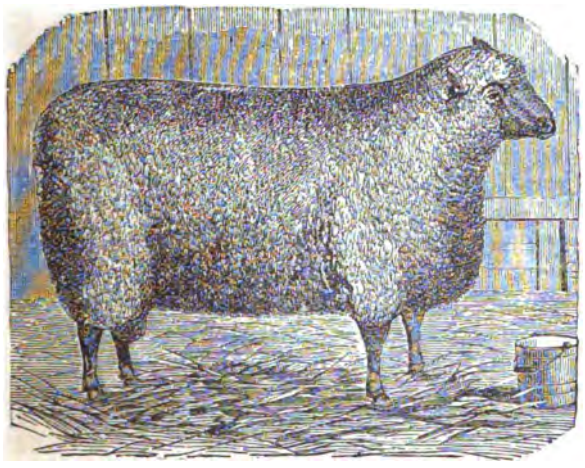
"Let us look at the head again. How are the eyes placed?" "They are on the side of the head," says one child, and another adds, "That is like the cow too." They are then called on to tell what advantage this was shown to give an animal.

"What else about the head makes one think of a cow?" the questioner continues, and of course the reply is, "A sheep has horns."

"Tell us what you can about the sheep's horns from what you can see in the picture." "They curve." "Yes, but so do a cow's horns. Yet they do not look alike. Trace with your fingers in the air how the horns would grow from your head if you were a cow, now if you were a sheep.

"Both animals have hollow horns, with a bony core, and these horns are never shed. If you clasp your finger round a cow's horn, how does it feel?" "It is round." "What is true of the sheep's horns?" "These seem to have sides and they have rings on them too." "Yes, they are three-sided and ridged.

"It is curious that some kinds of sheep have no horns; in some kinds only the father sheep have them, and in other kinds all the sheep have them, and some sheep even have more than one pair. What would you think of seeing a sheep with six or eight horns?"



SOUTHDOWN SHEEP.

The use of the horns as a means of defense is spoken of, which easily leads to the more customary means of safety,—flight. The sheep is not swift, however, but seeks dangerous rocky heights to escape its enemies.

The children decide that the sheep is another toe-walker with two toes. Attention is called to the two useless little hoofs above the others and back of them—just as in the cow. In the skeleton only a splint of bone remains to correspond in structure to these outward signs of toes. Finally the lack of a collarbone is shown by the fact that the only possible leg motion is forward and back.

"Wild sheep," the teacher explains, "are great climbers and can leap long distances. Hunters in the Rocky mountains tell of wonderful leaps the bighorn make. All this leaping and climbing makes the muscles of the hind legs large and strong. This is true even of tame sheep, because long ago they came from wild sheep. In consequence of this muscular development a leg of mutton or lamb is generally considered an especially choice cut of meat.

"Let me tell you something very interesting. When cattle were wild, they lived in forests. That is why they carry their heads low, for they had to avoid the branches of the trees. The mother used to hide her baby calf in the bushes and go off for hours at a time to get food. But the mother sheep, on the other hand, lives in open places, where she cannot hide the little lamb. So the lamb, even when very young, has to be able to run around with her and even to climb up the mountain side in time of danger. For this reason its legs are very long for its size.

"Even the color of the lamb's wool is a protection, for it is usually grayish, like the rocks. What color is the sheep's wool?" "It is whitish." "We usually speak of it as creamy. One kind of sheep, living in Asia, is black, and it is the black wool from the lambs which is known as astrakhan.

"Wild sheep have rough, hairy coats with the short wool underneath. Why have they such a warm coat?" "Because they live in cold mountains." "Yes, and in the mountains the winds are often fierce. One curious thing in connection with this living in windy places is that the flies never bother sheep as they do cows, for the wind blows them away. Therefore a long tail would be of no use, and as an actual fact wild sheep have very short tails, but for some unknown reason tame sheep insist on growing useless long ones.

"How is wool obtained from the sheep?" "Men cut it off," say the children.

If no one knows about the shearing of sheep, the teacher tells of the spring washing of the sheep and of the shearing, the wool coming off in a solid mass.

"If we could look at a fibre of sheep's wool and one of dog's hair under a microscope, we should see a great difference, for the hair would look smooth, while the wool would show little roughnesses along it. When the fibres of wool are twisted into thread and woven into cloth these roughnesses help to make the cloth firm. But when we wash a woolen garment, we must be careful not to rub it too much, lest we shrink it; that is, we let the rough threads catch upon one another so that we cannot straighten out the garment quite as it was before. It becomes smaller, thicker, and less soft.

"You remember we said a good deal about the qualities of a dog. What were some of them?" Various children recall the bravery, intelligence, affectionateness, and fidelity of dogs.

"What qualities has the sheep?" "It is not brave,

unless perhaps when it has a lamb to protect." "No," the teacher replies, "it is timid, and that is partly because it is not swift and partly because it is stupid. You remember we spoke of its small head; it has not the head of an intelligent animal.

"You see we have taken sheep away from their natural surroundings, the mountains, in taming them, and after hundreds and hundreds of years they still do not feel at home and cannot take care of themselves. Shepherds must watch them very closely, tending the lambs and their mothers, the ewes, with especial care.

"What about the affection of sheep?" Think of all the stories you have read. "Mary had a little lamb" tells a true tale of the sheep nature, I think.

"Do sheep live just in pairs generally, or many together?" "They live in a flock," someone answers, and another asks, "Is that for safety?"

"I do not think we could prove that surely, but I will tell how added safety is gained by numbers herding together. They post sentinels in the highest part of the pasture while the others feed, and they give warning of danger.

"A wild sheep has erect ears. What have domestic sheep?" "Theirs hang down," someone replies after inspecting the pictures. "Why is this?" pursues the teacher. "I suppose the wild sheep must be ready to hear an enemy come," one child says. Then another exclaims, "Oh, I see why the tame ones do not hold theirs up. It is because they do not take care of themselves."

"Sheep have still other ways of guarding themselves. They usually feed in the rockier parts of the feeding ground. Sometimes they place themselves where currents of air coming from different directions meet, in order that they may sniff the enemy either way.

"What three senses help them keep guard?" "Sight, hearing, and smell," the children answer.

"They are so hard to approach," continues the teacher, "that the Indians used to resort to tying a pair of horns to their heads, when they hunted bighorn, approaching from rock to rock on the side away from the wind."

No time remains for speaking of useful articles obtained from the sheep. These could easily form a lesson by themselves. Such a lesson is not within the scope of this series, however. Teacher and children together now proceed to build up the following summary:—

The sheep is a grass-eater, and has teeth fitted for grinding. The upper front teeth are lacking; the lower front ones are all used for cutting.

It chews the cud, and has four stomachs.

Its natural home is in mountainous land.

Its eyes are on the side of the head.

Horns may or may not be present. They are three-sided, ridged, and hollow upon a bony core. They are not shed. They are a weapon of defense.

Safety from danger is usually sought by climbing to dangerous rocky heights.

Sheep are toe-walkers, with two regular hoofed toes and remnants of two others above. They have no collar-bones. Lambs are long-legged.

The coat is of wool. In wild sheep long rough hair covers the wool.

The sheep is timid, stupid, and somewhat affectionate.

The senses of sight, hearing, and smell aid in giving an alarm of danger.

Composition Subjects.

SUITED TO CHILDREN IN SEVENTH AND EIGHTH GRADES.

[Cleveland Course of Study.]

How Electricity Moves the Street Cars.

How to Break Horses.

A Journey I Should Like to Take.

Advantages of Manual Training.

Should Girls Learn to Cook?

A Description of Some Persons Whom I Have Met.

A Paraphrase of a Poem.

An Original Story.

Should the Independence of Cuba be Recognized by Our Government?

A Visit to the Seashore.

How to Ride a Bicycle.

The Bicycle in Warfare.

My Favorite Book.

My Favorite Historical Character.

Should a Newspaper Publish the Details of Crime?

A Visit to an Electric Power House.

The History of the Steam Engine.

Home, School, and City Government Compared.

Books for Pupils.

List in Poughkeepsie for Fourth Grade.

FICTION.

Abbott, Jacob.—Franconia Stories, Malleville, Stuyvesant, Mary Bell, Agnes, Ellen Linn, Mary Erskine, Wallace, Rodolphus, Beechnut, Caroline.

Alcott, L. M.—Lulu's Library (2 parts), My Boys, My Girls.

Anderson, H. C.—Fairy Tales.

Harris.—Daddy Jake.

Hawthorne.—Wonder Book.

Lodge.—Six Popular Tales (2 parts).

Molesworth.—Cuckoo Clock, Grandmother Dear, Tell Me a Story.

Jackson, H. H.—Letters from a Cat.

Page.—Two Little Confederates.

Scudder.—Bodleys Telling Stories, Bodleys in Town and Country, Bodleys on Wheels, Bodleys Afoot, Boston Town, Folk Stories.

Stowe, H. B.—Dog's Mission, Little Pussy Willow, Queer Little People.

Swinton and Cathcart.—Book of Tales, Golden Book of Choice Reading.

Woolsey, S. C.—Susan Coolidge, Cross Patch, Eyebright, Mischief's Thanksgiving, Nine Little Goslings.

MISCELLANEOUS.

Abbott, J.—Founders of Empires, Cyrus, Darius, Xerxes, Alexander, Genghis Khan, Peter the Great.

Abbott, J. S. C.—Columbus, DeSoto, La Salle.

Angus, D.—The Eastern Wonderland.

Browne, M.—Chats About Germany.

Coffin, C. C.—Following the Flag.

Conant, Helen S.—Butterfly Hunters.

Darwin, C.—What Mr. Darwin Saw.

DuChaillu, Paul.—Country of the Dwarfs, Gorilla Country.

Fiske, J.—War of Independence.

Francis, B.—Isles of the Pacific.

Green, H.—Coal and Coal Mines.

Hawks.—Uncle Philip's Talk About New York.

Heild, Mary.—Glimpses of South America.

Higginson.—Young Folks' History of the United States.

Ingersoll, E.—Friends Worth Knowing.

Johonnot, J.—Neighbors with Claws and Hoofs, All the Russians.

Phillips, E. C.—Peeps into China, George Washington.

Scudder.—Heroes of History.

Towle.—Marco Polo, Raleigh, Sir Francis Drake.

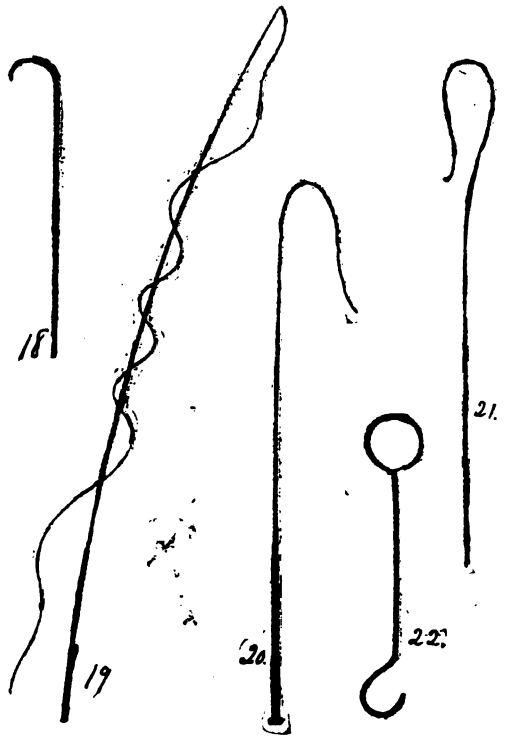


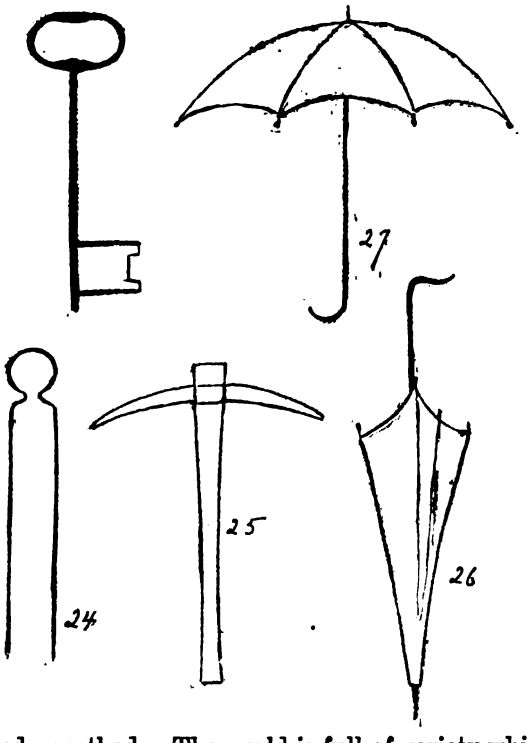
Sing, sing butterfly sing,
Dressed in your rich gown of gold so bright
Sing, sing birds on the wing,
Flitting about in June sunlight.
Chasing the butterflies, birds and the bees
Over the hedges, the flowers and trees
Bright and gay till the summer ends
We welcome our dear little friends.

EASY STEPS IN PICTORIAL REPRESENTATION.*—(II.)

BY CLARA ROSE HATHEWAY.

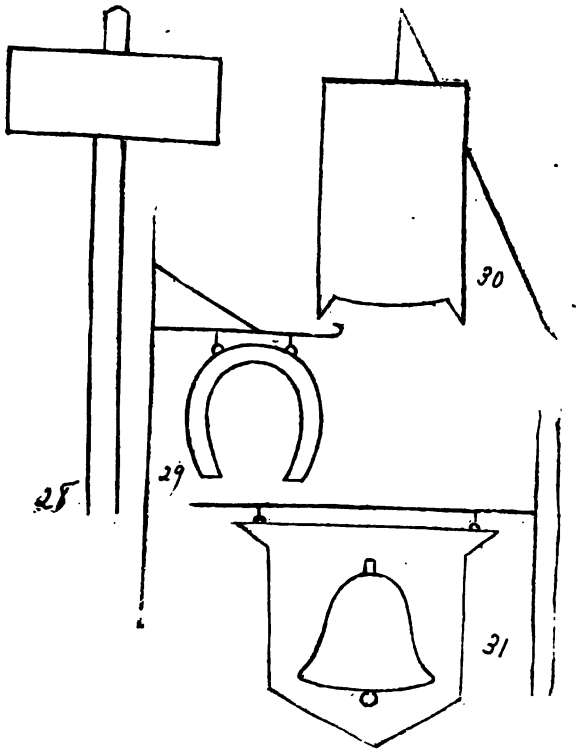
THE preceding article was devoted exclusively to fences, not because fences in themselves are so desirable as models, but because it seemed possible to illustrate our theme more clearly and progressively by following one class of objects than by introducing variety. To present the work to children it would be unwise to dwell upon any one class of objects, and there is no necessity for pursuing so limited a method. The world is full of variety which we may use to advantage in this work.

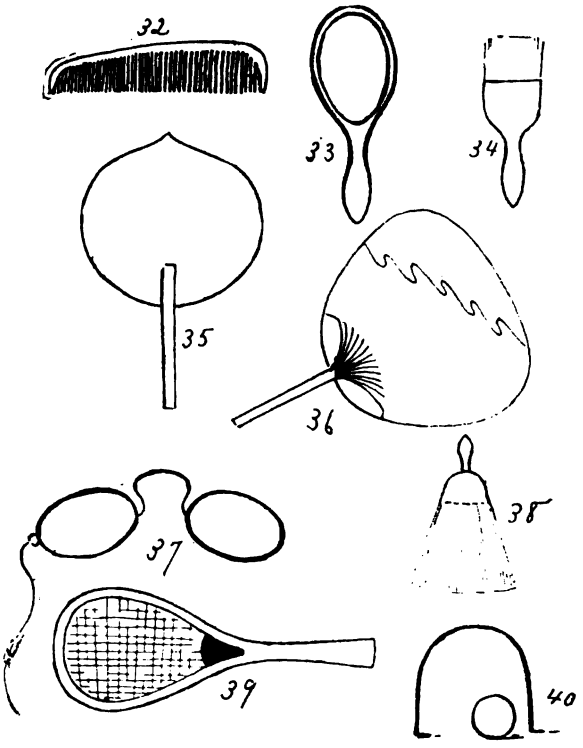




A cane (Fig. 18), a fish-pole (Fig. 19), a whip (Fig. 20), a crook (Fig. 21), or a button-hook (Fig. 22), are all capable of expression by a few simple strokes which a child can be led to see and imitate.

Flat objects or round ones may easily be treated in this simple manner. The illustrations from Fig 23 to Fig. 45, in which objects of a similar character are grouped together, are merely suggestive of the material for drawing by which we are surrounded on every hand.

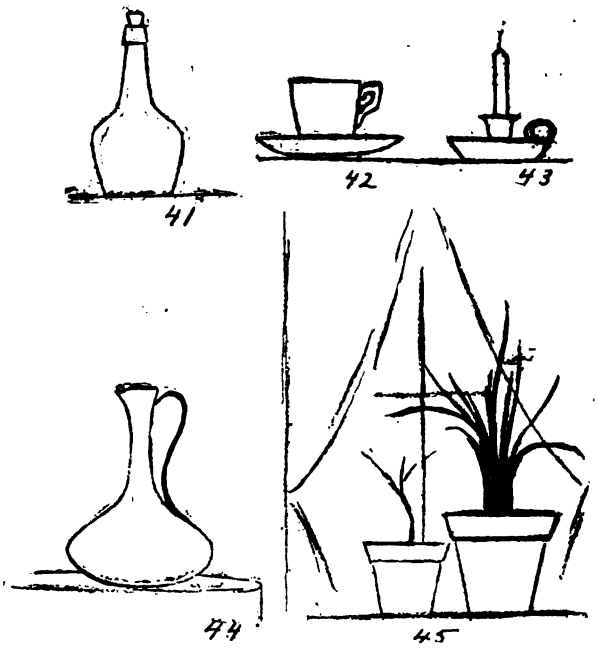




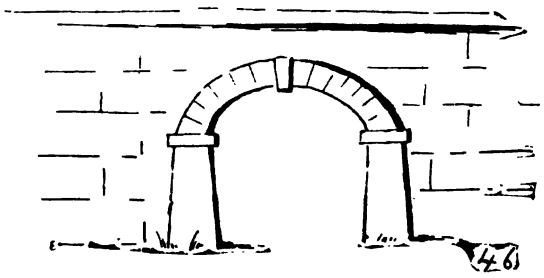
Enough objects are here shown for us to attempt to determine the basis of this selection. Notice that the marked feature of those first chosen is length in a variety of combinations. The objects themselves

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do not lack width or thickness (they could not and exist), but they are frequently made up of long strips,

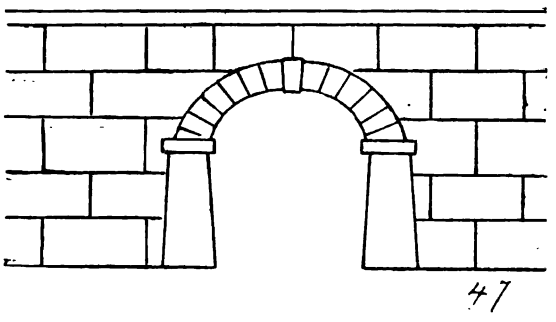


which a broad line will easily suggest, and in their representation direction of line and proportion play an important part. Notice also that there has been



no attempt to express perspective effects, but rather to represent facts. Lacking a better way of stating it, I will say we are noting down the appearance of facts—simple facts which any one can see and understand.

In objects which have much thickness, to find our



facts we should observe direct front or side views, and not allow ourselves to be puzzled and thus defeated by views which include both front and side, as to express these is far more difficult and will be more easily accomplished when we have mastered the former.

Neither at first should we look down upon the object or up at it, but rather look at it from its own level for real proportions (thickness omitted) and try to remember these.

It is possible, too, that we shall find one view of an object very characteristic and all others less so, especially is this true of ordinary cylindrical objects having handles.

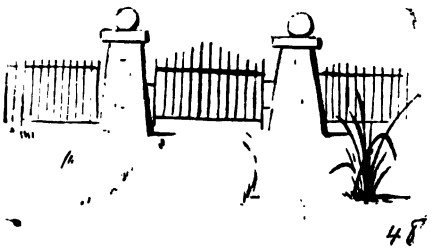
Choose the most characteristic views of the most characteristic objects you can find.

The effects in nature produced by light and shade will help us very much in stepping from the representation of flat forms to those having thickness or solidity. If the light comes from above and the left, the under and right sides of objects will be dark and clearly defined, while the left will be very light and possibly invisible in places.

Notice how the shadow underneath the arch (Fig. 46) begins to give it the appearance of thickness.

The strokes for the stones indicate not so much the shape of the stones as the shadows which are caused by one stone projecting slightly over another.

Notice also how much less agreeable to the eye is



the representation of the full outline of every stone, as in Fig. 47.

It does not seem as true to nature either, because the other is more as it appears when the light falls upon it. One represents facts only, the other the appearance of those facts.

In Fig. 48, though our first and main attempt is to express the facts of direction and proportion, by slight attention to shadows, solidity is suggested and a step toward the pictorial is taken.

Busy Work.

BY ELLA J. DOUGLAS.

1. Write upon the board the first and last letters of words selected from the Reader and ask the pupils to find the words. Thus: c——g, coming.

2. When scissors are furnished give them leaves from old seed catalogues and have them cut plants, flowers, and leaves. This also teaches the use of the scissors.

3. Fill out these sentences: —— is my name. I live on —— street. I go to the —— school. My home is in——.

4. Write the names of six objects you saw on your way to school to-day.

5. Write the names of four persons you know.

6. How many panes of glass in our windows?

7. Write five things in your own homes.

8. Name ten articles of food.

9. Write the names of all the different kinds of seeds you can think of.

10. Write the oblongs you see in the room.

11. Write the days of the week.

Primary Spelling.

SPELLING IN THE PRIMARY GRADES.

BY ADELAIDE V. FINCH,
Principal Normal Training School, Lewiston, Me.

IN the primary grades it is better to use no spelling book, for the teacher can select for special drill in spelling words applicable to the pupils' needs. In most of the lessons of the day are words which children use in written language in every-day life, and these should be thoroughly learned, but words so simple that they can be learned by the mere reading should not be included in the lists. Then, too, there are many common words which need special attention, such as believe, receive, through, there, their, weather, dropped, Wednesday, minute, whose, until, till, sugar, great, and others, the correct forms of which should be kept upon the blackboard for reference until they become firmly fixed in the mind.

Two periods a day should be devoted to this subject, one for the preparation and one for the reproduction of the work. Both oral and written drills should be used in the preparation of the lesson.

Before the reading lessons of the day occur, our best teachers have a "word lesson," at which time all new words occurring in the lessons are taught and drilled upon from the blackboard. It is during this period (in order to save time) that the teacher may include the words which are to constitute the spelling lesson of the day, and special attention may be given to these particular words in reference to their spelling. For later copying and study by the pupils they should be written in a separate column, in a convenient place, and remain there until the further study of the words is completed.

It is not necessary that all words should be "developed," although this manner of obtaining words has great value, for much interest in each special word is awakened, and therefore close concentration is placed upon it. Of course, the closer the concentration the more quickly the word is mastered. But other ways of obtaining words may be employed; i. e., sounding, sight-recognition by different pupils, etc. In whatever way they are obtained, they should be plainly and neatly written upon the blackboard, and syllabicated, ready for oral and written drills.

The following forms of drill may be helpful and suggest others to the wide-awake teacher:—

sail ors	cu ri ous
steam er	Um bria
life-boat	Cap tain

1. A pupil points to certain words and calls upon certain others to spell, which each one does, looking carefully at the word as he spells.

2. Different pupils name words for a certain pupil to find, which he does, spelling as in first instance.

3. The teacher points and calls on different pupils to spell.

4. The teacher calls on pupils to find and spell all words containing an "e," an "o," or any other letter.

5. Sentences constructed using certain words.

6. Simultaneous spelling. The children should name word before and after spelling and place a short pause after each syllable. This drill should be quietly performed.

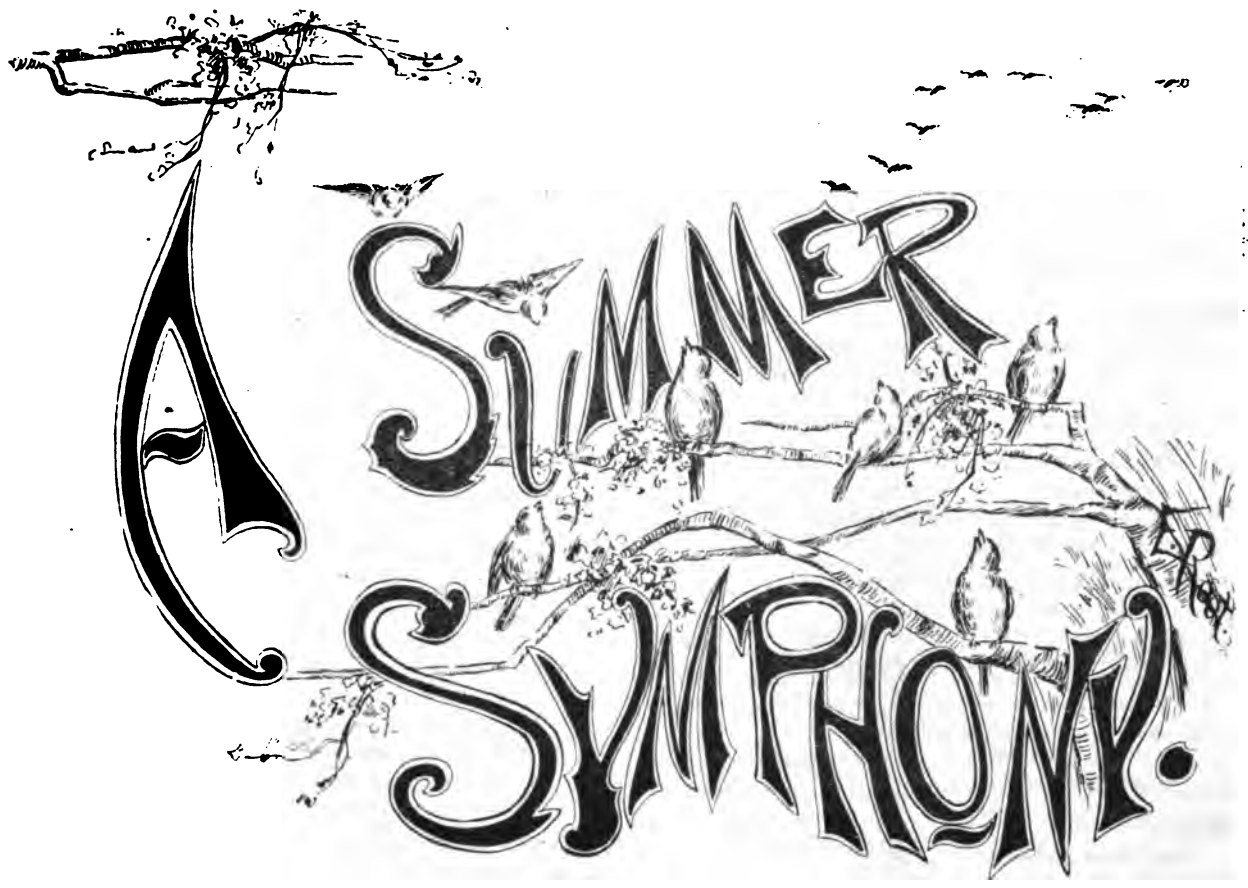
7. The teacher points at a word, covers it, and pupils endeavor to "see it in the mind's eye." Then they write from memory, and compare with the form on the blackboard.

After the "word lesson," at which time the pupils have learned to recognize instantly the words to be used in the different lessons of the day, and also have had special drill upon the words which constitute the spelling lesson, the pupils should copy the spelling list. The writing of this list several times is beneficial, for what we do sinks more deeply than what we see, say, or hear. In order for the copying to be helpful it must be carefully, correctly, and thoughtfully done. It is almost impossible to eradicate the wrong impression produced by incorrect copying, so teachers cannot be too careful in insisting upon correctness in this work.

At some later period in the day a short time should be devoted to the reproduction of the spelling lesson, and written work should here predominate. Blank-books or papers are preferable for this exercise. The words should be plainly and neatly written, in straight columns, and no erasures or corrections allowed. Common nouns should always begin with small letters. No periods should be placed after the words, but after the figures numbering the words they should be used. The teacher should pronounce the words distinctly, and but once, unless some unavoidable interruption occurs, when a repetition may be given. The defining of simple words is a mere waste of time. If the teacher wishes to test the pupils' knowledge of the use of a word, have them write it in a sentence.

Beginning with the third or fourth grade, pupils should keep a list of their misspelled words for future reference, writing, and study, and the teacher should write upon the blackboard the words most generally misspelled for extra drill. These same pupils can be taught to accurately check their mistakes as the words are being spelled, and also estimate and mark their own per cents. at the top of the paper at the close of the lesson. If words are written in ink, checks should be made in pencil and vice versa. When this plan is adopted the teachers should carefully mark a set each week, and so keep in close touch with each child's actual progress in spelling.

For a review there is nothing much more attractive to the pupils than a genuine, old-fashioned spelling-match, and for variety this may profitably be used.



VACATION TIME.

BY HELEN B. LORING.

Characters.—Mother, Teacher, Children, Nature, Birds, Butterflies, Frogs.

Mother.—

What will become of the children?
Vacation is almost here,
And my thoughtless, rollicking darlings
Will get into mischief, I fear.

Teacher.—

O, send them into the meadows,
The woods or orchards gay,
The whole year they have been working,
Now let them have time for play.

They are weary of books and lessons,
Of hearing the school bells chime,
So turn them into the meadows,
For this is vacation time.

(Enter Nature.)

Nature.—

Yes, leave unto me the children,
I love every one of them well,
Let them come and gather around me,
And stories to them I will tell.

Mother.—

What are the stories, Nature,
You'll tell to the children, all?
I know they will love to listen,
And will come if they hear you call.

Nature.—

I'll tell of the breezy meadows,
Where through the summer day
The lily bells all are nodding,
And calling the children to play.

I shall never tire of telling
Of insect, flower, and bird;
The folks in fur and in feathers,—
I understand every word.

For even the humble earthworm
Has work that he well can do;
And this is what you would hear him say,
If he could but speak to you:—

School.—

"I must make haste to stir and break the soil,
To help good farmers toil."

—Edith M. Thomas.

Nature.—

And then there is old Dame Spider,
Weaving her gossamer snares;
She, too, has a word for the children,
In spite of her many cares.

School.—

"I catch the midge and tangle in my clues
Sunbeam and rainbow hues."

—Edith M. Thomas.

Nature.—

And hark to the little birdies!
Hear you the songs they sing?

Birds.—

We, too, dear Nature, are trying
The children hither to bring.
We want them out in the orchard
To hear every woodland note,
And so, to call them unto us,
We are straining each feathered throat.
Hark! how we chatter together
All through the summer long.
Bluebird, robin, and sparrow,
Now we will sing you a song.

Birds sing. Tune: "Yankee Doodle."

We little birdies now are here,
Upon the branches swinging;
We want the children all should come
And help about the singing.

Chorus.

Children, children, come away,
Skies are bright above us,
Fields are green and flowers gay;
Come now if you love us.

Nature.—

Now while the birdies chatter,
Or stop for a moment to rest,
I'll tell you a pretty legend
Of the robin's painted breast.

RECITATION.—

Have you heard the story old wives tell
Of that time when the world was young,
And robin and bluebird in sober brown
In Eden carolled and sung?

When fair Eve fashioned her fig-leaf suit,
With many a thorny spine,
She pierced her hand and rosy drops
Ran down like ruby wine.

Then the dear little robin so tenderly,
In the olden tale 'tis said,
Drew from her finger the cruel thorn,
And dyed his brown breast red.

I like to fancy the story true,
And as robin chirps and sings
To dream that still to his breast of flame
Something of Eden clings.

Teacher.—

See hither and thither flying,
As if they would see the fun,
Come flocks of butterflies, yellow,
Like sparks from the shining sun.

Hist! they are calling.

Butterflies.— "Children,
Come, 'tis the noon o' the year;
We are tasting the honeyed flowers,
And waiting to welcome you here.

"Lightly over the grasses
Our bright wings flutter and glance;
Come, while a song we sing you,
Come see the butterflies dance."

(Any simple dance to keep time to the music.)

Butterflies sing and dance. Tune: "Nelly Bly."

Children, come, children, come,
Summer's in the air.
Happy birds are singing now,
Joy is everywhere.
Summer bright, summer bright,
Is the time for play;
All doleful looks the fields and brooks
Will ever drive away.

(Repeat last four lines.)

(Butterflies dance to one side to rest.)

Nature.—

The frogs are down in the marshes,
Among the rushes so green;
With dragon flies darting o'er them,
Gay in their blue and green.

Hear them call to the children,
"Come to us, come to us, c-r-o-a-k!
Come now and play in the meadow,
With all of the little folk."

And here's a song they will sing you,
'Twas learned at the singing school
Mr. Frog holds down in the marshes,
On the edge of a shady pool.

SONG.—

(Frogs hop forward and sing. Tune: "Three Little Maids.")

O, little frogs, are we, are we,
Merry and happy as can be.
We know vacation will soon be here,
So come to the marshes, dear.

We're little frogs, croak, croak, croak, croak,
Come hither now ye little folk;
Come in vacation, and you'll agree
Frogs are happy as can be.

Birds, Butterflies, and Frogs.—

Here's a welcome over and over,
To the dear little children, all.
We will meet them down in the clover,
As soon as we hear them call.
Let them come here and learn their lessons,
Nature is teacher to-day;
She will show unto them such treasures
That work shall become but play.

Mother.—

They shall go. You may tell the children,
That soon as the schools are done,
Nature is making ready
To welcome them every one.
Hark! we can hear them coming;
List to their songs so gay.
Oh, children, my little children,
We welcome you here to-day.

Children enter, singing. Tune: "Going Home."—Mrs. Hallman's Songs.

Now Mother Nature's calling
Unto us every one.
And so, with smiling faces,
To her we happy children run.
We come, we come,
We come, O mother dear,
We come, we come,
Vacation now is here.

Tableau.—Mother, Nature, Teacher, Children, Butterflies, Birds, Frogs.

For Closing Day.

ARRANGED BY MRS. CAROLINE H. STANLEY.

THE QUEEN'S APPROACH.

(For nine children.)

1. Sweet Summer sent her heralds out
To bear the news around
That she, the Queen, was on her way
To her green camping-ground.

2. First went the bee, a doughty wight,
With his big buzzing drum.
He called to all to deck the ways
By which the Queen should come.

3. Then flew the jay, a handsome knight,
In mantle bright and blue.
He had a trumpet sharp and shrill;
He told the glad news, too.

4. The locust came with fiddle-notes;
He drew a single string,
A humming tone that filled the air,
And made the woodland ring.

5. Then all the flower-folk began,
For this, their festive day,
To trim the roads, adorn the paths,
Where Summer takes her way.

6. Then all the trees their banners hung,
Of white and pink and green.

The rose with red festooned her bush,
So fairy-like the scene.

7. And by the brook the cardinal flower,
In uniform of red,
The pickerel-weed in serried lines
Their gay battalions led.

8. Each flower that had a Sunday hat,
A dress of gorgeous dye,
Put on the best that she could find
For Summer's passing by.

9. And, last of all, the graceful ferns
And tiny loving moss
Across the spot her foot must touch
A velvet carpet toss.

All.—
Now all is done; the roads are gay
With trumpet tones and drum;
In every flower's throat the song,
"Now, dear Queen Summer, come!"

—Mary Chase Thurlow.

A GROWN-UP FLOWER.

Little Apple-blossom, when a baby small,
In a tiny crimson cap peeped out first of all.
Older grown, she used to wear a snowy satin gown,
Trimmed with ribbons pale and pink running up and down.
Now her busy time has come, after holiday;
All her pretty finery she has laid away;
You will find her, if you hunt, in her work-day dress,
Making you an apple for next winter-time, I guess.

—Youth's Companion.

THE LILIES.

(For five children, bearing lilies.)

1. What is the way the lilies grow?
They sleep in winter under the snow,
And stir in their sleep, and dream of the sky
They shall look up to by and by;
And when the Spring, with fingers small,
Reaches and touches and wakes them all,
Then out they come, and up they go;
This is the way the lilies grow!

2. And yet they do not suddenly leap
Up from the bed of their winter sleep,
Saying, "Behold, how grand are we,
As big to-day as ever we'll be!"
Oh, no; that is not the lilies' way,
With strain and striving to grow in a day;
Calm and happy, and sure and slow—
That is the way the lilies grow.

3. They draw their strength for leaf and stem
Out of the earth that cradled them;
Then catch in their tiny hands the rain,
To wash them clean of earthly stain,
And lift their faces to air and sun
That clothe in beauty every one.
To heaven above from earth below—
That is the way the lilies grow!

4. By and by, when the time is come,
All unconscious they bud and bloom.
Then, in a glory that far outshines
Richest splendors of royal lines,
Over the meadows in bright array
The lilies cluster, and seem to say,
"How this happened we do not know,
But this is the way we lilies grow!"

5. Little children (and larger, too),
Let the lilies say this to you:
Would you climb to the upper air,
Strong, unsullied, and free of care,
Gathering ever from earth and sky
Grace and glory in full supply,
Would you win life's victory so?
Consider the lilies, how they grow!

—R. W. Raymond, in the Outlook.

THE POETS AND THE FLOWERS.

(For five children.)

1. Christine Rosetti says:
"Flowers preach to us if we will hear."

2. Whittier calls the flowers
"Children of the meadows, born
Of sunshine and of showers."

3. And Wordsworth says:
"To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears."

4. Holland sings of the roses:
"They write all languages of red,
They speak all dialects of snow,
And all the words of gold are said
With fragrant meanings where they blow."

5. "In Eastern lands they talk in flowers,
And they tell in a garland their loves and cares;
Each blossom that blooms in their garden bowers
On its leaves a mystic language bears."

—Percival.

NATIONAL FLOWERS.

(A pleasant exercise may be made from this list by letting one child call the name of the countries, and others rise in their seats and give the answers.)

England.....The rose
Scotland.....The thistle
Ireland.....The shamrock
Wales.....The leek
France.....The lily (fleur-de-lis)
Egypt.....The lotus flower
Japan.....The chrysanthemum
Mexico.....The cactus
Saxony.....The mignonette
Spain.....The pomegranate
Athens.....The violet and the olive
Prussia.....The linden
Canada.....The sugar-maple

For Closing Day.

[An Opening Address.]

I'M a very little boy (or girl), and I suppose that is why the teacher puts me first to-day. But I am big enough to tell you that we are very glad to see you. I hope you will like our school very much. We will sing our best songs, and say our prettiest verses, and be just as good as we can all the time you stay, for we want you to come again.—Teachers' Programme.

Closing Song.

BY C. A. KEIFE.

[Air: "Happy Land."]

NOW put our books away,
Lessons are done;
See, in the western sky,
Low sinks the sun.
Little birdies, in the nest,
Fold their wings in quiet rest,
'Tis the hour they love the best,—
Day's work is done.

Like birds, we, too, have flown
Far from the nest;
Like them, we'll seek our home,
Night brings us rest.
Very pleasant was the day,
But we're tired of work and play,
So put our books away,—
Home is the best.

RIVER ACTION.

BY RICHARD REX.

MOTIVE.

TO develop powers of observation and imagination. To see the relation of cause and effect. To reason the general from the particular. To see the leveling tendency of river action. To lead the child to learn of living forces about him and to know some of the causes of change in the earth's surface.

METHOD.

Take the children into the field and with them gather material for classroom work. Have them notice some small stream, and also a stream-bed made by rain and since left dry. Have them observe carefully all conditions to be used in the schoolroom. Then indoors, by a series of questions, as below, bring to special attention that which was seen out of doors. In case a proper answer is not received extra questions are given.

Questions and occasional answers as follows:—

What did you see when we went to the field? [Allow each child to tell, individually, what was seen.]

What do we call this that has been hollowed out in the ground? (Cut.) How did it come there? (Water made it.) Where did so much water come from? How did it all get together? What helped it to get together? What does all this water do? (Runs.) What makes it run? (Slope.)

What did you notice about the width of the cut? About how far was it from one end to the other? What made it long and narrow? [Draw from the children that the slope was gradual.]

The water was running toward what? What do we call the part all this water is trying to reach? (Mouth.) Where is the mouth? (At one end.)

How many ends has a river? (Two.) Shall we have a name for the other end? What is it? (Source.) Here introduce the word "source" if the children have never used it before. At about this stage use sand-boards and model cut as remembered from field day. Review previous questions.

Continuing,—What does running water do to the soil along the sides? (Pushes it. Moves it on.) Suppose there had been a little hill about half way down the cut? what would the water do?

How many think it would stop?

How many think it would go around?

How many think it would go over?

When would it go around?

When would it go over?

If it went aound, what would it do to the hill? (Wear it away.) Where would it wear it away? (At the base.)

If it went over, what would it do to the hill? (Wear it away.) Where would it wear the hill away if it went over? If what went over? Here write or rewrite the word "water" on the blackboard.

If a river does not find a bed already made, what does it do? (Makes it.) If that little hill were made of sand, what about time for making the bed? Suppose the hill had been made of rock? What then? Would the water wear it away? How can water wear or cut through rock?

What does a river leave on either side when it cuts through a hill of sand or rock? (Banks.) Where does the earth go that a river cuts out between its banks? What do we call this ground-up earth or rock? (Silt.) Some of it is carried away down to what? (Mouth.) A great deal is left where?

What becomes of that which is carried to the mouth? Can we see it? If so, why? Why was it left there? What does it form? Why was it not carried farther on? Develop in this way "delta" and tell children how it received its name.

What about amount of soil? Where is there more than at first? Where less? Lead children to see the leveling tendency of nature. Leave here to take up again with building as the main thought, and that changes are constant and gradual.

I have found the above material, with other questions necessary to bring about the required answers, more than enough for one month's work. The children take it easily, naturally, and enjoy it in the lower grades. As new words are introduced special attention is paid to them by writing them upon blackboard. Writing, spelling, and language is also acquired and improved by telling at blackboard what has been learned.

JUNE TALKS.

BY ELLA MARIE POWERS.

IN the month of June there are several days that are the anniversaries of interesting events.

A short talk with the children in the primary grades concerning the significance of the days will be remembered.

JUNE TWELFTH.

It is fitting that Bryant, our poet of nature, who loved June and died in June, should receive a little attention. The children already know something of him and have heard many of his poems.

As the twelfth, the anniversary of his death, falls on Saturday, it would be well to devote a few moments on the Friday afternoon preceding to a talk about this great poet.

We may tell the pupils he loved the woods; the flowers were his companions, the birds sang sweetest melodies to him, the trees told him stories, and the insects played games with him.

Impress upon them that Bryant was not a well, strong boy, but he made himself strong by exercise, water, and simple, nourishing food. He took long walks, he exercised with dumb-bells every morning before breakfast, he was fond of fishing, running, leaping, and baseball, but enjoyed best his quiet walks over the hills and valleys.

Tell the children that when he was four and five years old he learned many beautiful poems and often repeated them, so that he never forgot them. When

he was nine years old he wrote some verses, and when ten years old some of his verses were printed in a newspaper. He edited a great paper and wrote many books when he grew older.

Tell something of his beautiful home, of the trees,



BRYANT HOMESTEAD, CUMMINGTON, MASS.
From Irish's "American and British Authors."

flowers, and the pretty lake and boats near by. Tell of the troops of children who filled his grave with flowers on that June day sixteen years ago.

Bryant's picture may be shown and the pupils will be glad to twine a wreath of June flowers about it. If there be time, read some poem of Bryant's: "The Yellow Violet," "Robert of Lincoln," "The Gladness of Nature," or the first four stanzas of "The New and the Old."

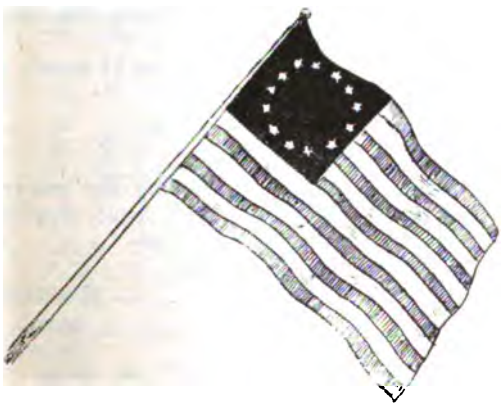
Endeavor to have the pupils feel the beauty of nature and impress them with the poet's love for all things good and beautiful, so that they may say as Bryant said:—

"Deeply has sunk the lesson thou hast given,
And shall not soon depart."

JUNE FOURTEENTH.

This is our flag's one hundred and twentieth birthday. Briefly tell the pupils something of the story of our flag.

Every nation has its flag; but long ago, when our country was first settled, there was no flag for us to raise and lead our men on to war. At last the men wanted a flag for their own; so, on June 14, 1777, Congress resolved that "the flag of the thirteen



Flag of 1777.

United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white in a blue field."

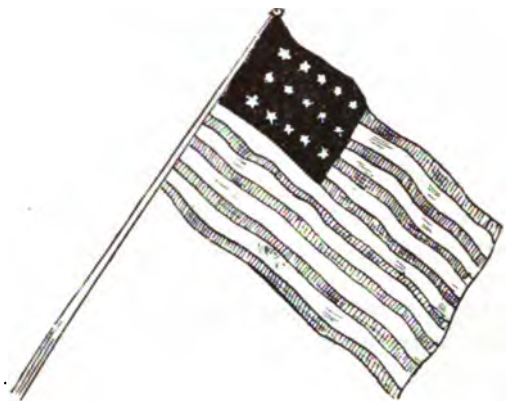
The people were delighted to think they would now have a flag that would be their own and not like the flag of any other nation.

George Washington took a pencil and paper and made a drawing of this flag. Then, with two men, he took his drawing to a bright woman, Mrs. Ross, to ask her to make the first flag. Mrs. Ross kept a little upholstery store in Arch street in Philadelphia. Washington had drawn the stars with six points like those on our coins, but Mrs. Ross folded a piece of cloth and with one little snip of her scissors made a star with five points. Then Washington told her how to make the stripes of red and white and where to sew the square of blue.

The flag was soon completed and was hoisted at once in Philadelphia and copied everywhere over the country as soon as the patriots heard of it.

The stars were first arranged in a circle.

In 1795 there were fifteen stripes and fifteen stars; for two new states had been added to the union. In



American Flag during the War of 1812.

1818 there were twenty stars and thirteen stripes. It was then voted to add a new star whenever a state should be admitted, but the stripes should remain thirteen.

In 1897 we have forty-five stars arranged in alternate rows of eight and seven.

The red tells us to be brave, the white tells us to be pure, and the blue tells us to be true. Every time we salute our flag it means that we offer to our country our love, gratitude, devotion, and lives, if necessary.

Let the children sing all the flag songs they know on the fourteenth, and have a few patriotic recitations given. Let the younger children draw and crayon the flags of 1777 and 1795.

"Flag of the sun that shines for all,
Flag of the breeze that blows for all,
Flag of the sea that flows for all,
Flag of the school that stands for all,
Flag of the people, one and all,
Hail! flag of Liberty! all hail!
Hail, glorious years to come!"

JUNE SEVENTEENTH.

We cannot too often impress upon the children that we owe our happiness and prosperity, our homes and our lives to the brave patriots of long ago. Tell them at every opportunity of the sufferings, hardships, and victories of those early days.

Let the pupils tell what they remember about the men who came to America to make for themselves homes. After they had toiled and suffered, then the selfish king of England said these homes belonged to him and he claimed their property. Let the little ones discuss the justice of this.

They will tell you of the soldiers in scarlet coats and gold lace who were sent over here by that king.

Then tell them of the great ships in Boston harbor filled with soldiers, how our brave soldiers marched to the top of a hill near by and worked night and day making trenches and throwing up high banks of earth for safety.

Then the cannons boomed.

The red-coats got into boats and rowed across the stream. They marched up the hill to beat our soldiers. Nearer and nearer they came, when suddenly a volley of shot and shell is hurled down upon them and they fall back. They march up the hill a second time, but are driven down again by our men. A third time they come, and now they have more men and our brave soldiers have used up nearly all their powder, so they must retreat.

Children cannot fully understand all this, but they can and do understand that our soldiers were very brave and that this battle of Bunker hill was a great battle.

Tell them the story of some hero. Israel Putnam is a favorite; they never tire of hearing of his brave venture into the cave to kill the wolf, of his capture by the Indians, and of his mad gallop to Boston when he heard there was a great fight at Lexington. He came in time to fight at Bunker hill, and his bravery there is always understood and read with interest by the children.

Show the children pictures of General Warren, of Bunker Hill monument, of the flag that was raised that day of the battle, and also pictures of the British soldiers.

Parts of Holmes' "Grandmother's Story of Bunker Hill" may be read to the pupils.

MUSIC—AN AID.

BY WINIFRED E. TAYLOR.

WITH the educational value of music this article has nothing to do. I speak of its value in discipline, its use in moral influence, and as a physical exercise.

The best way to begin our day's work, or rather to prepare for our day's work, is with a simple little prayer in song, some hymn that may be appreciated and understood by the children. I think of two very beautiful songs of this kind, one beginning "To Thee, Father," found in Mason's "New Second Music Reader," and "Father, We Thank Thee," in "Kindergarten Songs."

Attention must be called to the sentiment, and the children must also be led to feel its spirit, then to express it in their tone and attitude.

When there seems to be a nameless stir, and restlessness, or at the close of some period of mental strain, much will be gained by stopping work, letting the children sit in position of rest, and sing some soothing song, such as "Lullaby," also in Mason, or the "Sunday Song." Again, some "Blue Monday," when the pupils are dull, let the songs be chosen that express brightness, life, joyousness, perhaps some patriotic song like "Before All Lands"; if seasonable, "Jack Frost," "Once I got into a boat," etc. I know of no better song for such an emergency than "Merrily ev'ry heart is bounding."

Perhaps the school is "out of tune," there is a lack of harmony between yourself and the children, then let the singing be a restorative; always insist that their tones shall express the sentiment of the words.

There is no greater aid in developing a love for nature than by the singing of songs appropriate to the season.

Music may be made a good servant in physical exercises; I do not mean as an accompaniment to physical culture exercises, but simply "motion" songs. Such songs are restful after the writing or drawing lesson. The movements should be gentle and in harmony with the music and words of the song.

The best marching can be secured by the aid of music; the rhythm will unconsciously get into the children's feet. I have seen a school where there is hardly a child out of perfect step in the marching. The pupils form their line outside the building, when the bell rings; those in the room go into the dressing-room; when the leader sees that both lines are ready he begins to hum softly, or sing by some syllable, perhaps "la," either "Yankee Doodle" or "Marching Through Georgia." This is kept up until all are in their seats. The school is dismissed in a similar way. In this same school, the pupils march to and from recitation singing a pretty little marching song.

Perhaps you say, "But, I do not have time to teach all these songs aside from the regular music lesson." Take time, then. You do not need to sing, if the children can read music. Write the music and words on the board; let the pupils copy them and keep in their singing book. After reading the music by syllable and singing it, they will have no difficulty in putting music and words together.

It is well to prepare a list of songs that the pupils have been taught. Classify them as "bright," "soft," "soothing," "hymns," "patriotic," "motion," "season," etc.; mount this list on pasteboard and keep it at hand.

The results from this practical use of music will amply repay your labor.

Definitions.

Elastic means "springy," or having the power to spring back when twisted, pressed, bent, stretched, squeezed, etc.

Show this by means of:—

Elastic substances.	Non-elastic.
whalebone	board
rubber	stone
sponge	glass
steel (a watch spring or corset steel is good)	iron
rattan	tin
dough	lead
woolen goods	

—Tennessee School Journal.

FLOWER TALES FROM MYTHOLOGY.*

STAR TALES.

BY GRACE ADELE PIERCE.

The Great Bear and the Little Bear.

AMONG the pleasant hills of Arcadia there once lived a maiden called Callisto. She was very light-hearted as she sported in the meadows or chased the wild beasts over the mountain sides. And she was happy indeed when the gods gave into her care a little son, whom she named Arcas. But Arcas was only a wee lad when his mother was obliged to leave him, for she had wakened the anger of Juno, queen of the gods. One day as she was playing in the fields, Juno, passing by, chanced to see her more flushed and beautiful than ever in her sport. Then the anger of the goddess was more bitter than before. "I will take away that beauty with which you have wronged me," she cried. And immediately Callisto felt a dreadful change come over her. She fell upon her hands, and her knees bent beneath her. She looked, and a hairy black coat was covering her beautiful white skin. She tried to cry out, but her voice was only a savage growl. She was frightened at herself and ran madly, not knowing which way she went. Her companions came seeking her, but all they saw was a huge black bear escaping toward the woodlands. She heard them calling her name, but she only growled in return and ran the faster.

So she lived for a long, long time, which was only a day to the gods, but years to poor Callisto. She was afraid of the wild beasts and frightened at the hunters, and wandered about very, very lonely through the long nights and the days. She longed to see her boy, and sometimes would go prowling about her old home; but the dogs would catch sight of her and send her panting back to the woods again.

But one day she saw a hunter in the fields from whom she did not run. She knew it was her son, Arcas (now a handsome youth), and even when he would have pursued her, she ran toward him. The young hunter was surprised to see this great black bear coming so near, and when she rose on her hind legs as if to embrace him, he would have run his sharp spear through her heart. But Jupiter (father of the gods) saw the deed and transformed them both, in an instant, as they stood. He caught them up into the heavens and set them there as shining stars.

But when Juno saw these new stars in the sky, and knew they were Callisto and her son, she was furious in her anger. She went to old Oceanus and Tethys (god and goddess of the sea), and asked that they might never allow this pair to rest in their waters as the sun and other stars did in their setting. Oceanus consented. And this is why you will find, after all these centuries, the "Great Bear" and the "Little Bear" prowling always about their place in the heavens, and never going to rest, as the other stars do, in the ocean.

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COME TO THE OLD OAK TREE.

A. L. PRESTON. OLD ENGLISH SONG (adapted).



DIRECTIONS.—A boy is chosen to represent an oak tree, and stands in the centre of the room with outstretched arms. Three or four smaller children are chosen for the leaves, and they dance up and down, but do not let go of the boy's hands. One child is chosen for the squirrel, who hides behind the tree. One child is now chosen from the circle as leader, and in turn selects a number to go with her to visit the old oak tree.

ABOUT CHOCOATE.

BY ELEANOR ROOT.

A FEW days ago I went through a great chocolate manufactory. My guide was very systematic in his efforts to enlighten my ignorance, and showed me first the huge pod of the chocolate bean. This varies in length from eight to nine inches to a little over a foot. Its diameter is half as much. Each pod contains fifty or sixty beans—the beans being about the size of ordinary almonds.

Before they become the chocolate beans of commerce, the seeds are cured by the natives, who, in some places, I was informed, have regular "Yankee tricks"—throwing over them a certain red soil which adheres to them and gives them the warm tint which belongs rightfully only to beans of a superior quality.



After being selected and cleaned, the seeds are roasted. This is a very important process, for upon its being done properly depends the flavor of the chocolate. If the seeds are overdone, there is a bitter, harsh flavor, and if underdone, the flavor is not developed.

Next, the beans are placed in machinery which separates the "wheat from the chaff." That is to say, the shells, which have become easily detachable, are, by the roasting, winnowed from the kernels, and fly through one series of outlets, while the kernels, crushed, fly through another. I was taken into the



room where the shells were kaleidoscopically dancing about—a veritable, brown-hued snow storm. It was an exceedingly pretty and interesting sight.

These shells are now ready for the market, and are at once placed in packages. They constitute the "cocoa nibs" of commerce.

Now for the chocolate proper.

The crushed particles are ground by complicated machinery until they become a homogeneous paste. One wonders, as he watches the liquid mass—in appearance not unlike melted sealing wax—drip into the receiver, how solid beans can assume this form; but if he reflects that oil constitutes fifty per cent. of their weight, the mystery is explained.

If a plain chocolate is desired, the paste, upon the addition of a flavoring extract, is poured into moulds for shaping, and after being cooled is wrapped for the market; if the sweetened article, pure sugar, pulverized, is added before the flavoring is put in.

In the manufacture of powdered chocolate—"breakfast cocoa"—a portion of the oil is removed, and the greatest possible fineness of the particles striven for. They are divided and sub-divided, until they can pass through a sieve having several thousand meshes to the square inch.

The last room I was taken into was where the wrapping and labeling was done. I was especially interested in the machines which wrapped the little "penny-in-the-slot" pieces of chocolate in their silver paper.

"Click, clack, click, clack," they went, and out came the shining bits destined to delight innumerable urchins' hearts, and part them from their pennies.

NOTES.

Did you ever notice the figures on the bottom of the larger pieces of chocolate? They register the numbers of the workmen who turn the paste into the moulds. Should there be a defect in the form or weight of a piece, the numbers tell the tale. They are the workmen's Nemesis.

Did you ever notice the different colors of chocolate? They are, when the chocolate is pure, due, of course, to the different kinds of beans.

How much chocolate a day do you suppose is turned out from a single one of the large machines in some of the great manufactories? About five tons.

Do you know what "theobroma," the first part of the scientific name of the chocolate plant, "Theobroma Cacao," means? Drink of the gods.

Did you ever see a tree whose fruit springs directly from the trunk as well as from the branches? Such is the case with the chocolate plant. It is called a plant, although it is some thirteen feet in height.



Do you know from what places the chocolate bean is principally obtained? From the northern part of South America, Ceylon, Guatemala, the West Indies, Java, and Africa.



Oh Rose-leaf! flushing when the South
Doth woo thee with a warm caress,
Thy dainty hues enchant me less
Than Hebe's rosebud cheek and mouth;
For nothing ever can repair
Thy tender blushes when they fade;
But Hebe, happy little maid!
Hath **Ivory Soap** to keep her fair.

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Any person wishing a copy of this picture may mail to us 10 Ivory Soap Wrappers, on receipt of which, we will send a copy (without printing) on enamel plate paper, 14 x 17 inches, a suitable size for framing. THE PROCTER & GAMBLE CO., CINCINNATI, O.

Books.

THE FINCH PRIMER. By Adelaide V. Finch. Boston: Ginn & Co.

There are times when commendation lacks force. Any description of the perfection of beauty in nature, of a masterpiece in art, is insipid in the presence of the indescribable, and the color-work of this primer comes as near deceiving nature as was ever done by an artist's brush. Such leaves, flowers, fruits, nuts, and birds have not been produced, even in holiday books, hitherto. We confess to absolute inability to understand by what process this is possible, and accept the results without knowing the methods by which they are attainable.

The vocabulary and its use in sentences is in itself a work of art. There are 300 words woven into twenty-five pages of vertical script sentences, and seventy-five pages of prose and verse in thoroughly artistic fashion. The sentences are from the environment of the ordinary child, and are grouped about the seasons, and inculcate a love of home, of country, of nature, of kindness to animals.

NATURAL ELEMENTARY GEOGRAPHY. By Jacques W. Redway. New York : American Book Company. Cloth. 144 pp. Price, 60 cents.

This is a useful and usable text-book. It is attractive and scientific, interesting and instructive. It gives the child some idea of the physical features of the earth, and of the political arrangement of the inhabitants, and, at the same time, gives unusual prominence to the commercial, industrial, and social features of the various natural and political divisions.

The Journal has insisted that the geographical "ways and means" of the schoolroom were completely revolutionized some three years since, and that within a few years the schools would settle down upon one or two main lines of geographical teaching, which would remain as standards for twenty years or more. It is six or eight years since a few men began in teachers' institutes and educational conventions to ridicule the old-time methods in geography, and to emphasize the importance of vivifying the physical features, and of training pupils to think out the influences of soil and climate, of mountains and rivers upon the productions of the earth.

In the "Report of the Committee of Ten" of the N. E. A., under the leadership of President Charles W. Eliot and Professor William M. Davis of Harvard, the physical, geological, meteorological phases of geography were given an effective setting and an emphatic endorsement. The "Report of the Committee of Fifteen," under the leadership of Dr. William T. Harris, United States commissioner of education, challenged any tendency to undue emphasis of these characteristics in the teaching of the subject, and championed with much ardor the "human" feature as embodied in the social, commercial, and industrial life and development of the races and nations of the earth.

The nature side of the subject has had a remarkable embodiment in books already issued, and now the social, or human, phase has a practically perfect setting forth, so far as an elementary work can do it. A more interesting text-book we have not seen, nor a more beautiful book for its grade, and the essentials are presented with discrimination and force. While it will not meet the theories of those who have committed themselves to the "Committee of Ten" ideals, it will command their respect, and will delight those who have found no satisfaction in the extreme emphasis of the nature element in geography.

The Journal never assumes to know, no one can know, how any book will "teach" until it has been in the schoolroom in the hands of many teachers, but so far as can be judged from the definiteness of the treatment, the clearness of the phrasing, the skillfulness of the arrangement of topics for oral or written work, and the illustrative character of the pictures, it seems as though any teacher could secure such results from this book as to make it unnecessary to have any of the leading characteristics retaught in the higher grades.

It is undoubtedly the "natural" treatment of the subject, and therefore there is justification of the name, "The Natural Elementary Geography"; but if there was ever an attempt to give a scientific treatment of a subject, it would seem to be in this case, and though "natural" does not imply the emphasis of "nature," one instinctively thinks of the nature element of geography, rather than the "human" element, when he sees this name. The subject is vigorously, attractively, scientifically, and pedagogically presented. The battle between the philosophy of the "Ten" and of the "Fifteen" is now "on," and let us have a good-natured, earnest, square contest, and the truth will win.

SUGGESTIONS FOR KINDERGARTEN WORK. By Marion Stickland. Syracuse: C. W. Bardeen. Cloth. 68 pp. Price, 50 cents.

This little work is vastly more and quite other than its name suggests. Instead of being a discussion of the aims of the kindergarten, it outlines with much definiteness the widest range of kindergarten lessons from nature for each school month of the year. It is as valuable to a teacher of the primary school as to the kindergartner.

GERMAN HOUSEHOLD TALES. By Jacob and Wilhelm Grimm. Boston: Houghton, Mifflin, & Co. 241 pp. Price, 40 cents.

Numbers 107 and 108 of the "Riverside Literature Series" are a collection of forty of Grimm's fables, chosen by the editor of the Atlantic as most suitable for children. The fullest English translation, that edited by Andrew Lang, contains nearly five times this number, and from that edition Mr. Scudder has carefully selected the most healthy and interesting stories. He has made the language vivid, and has relieved the stories of all unnatural words for the child, so that they may be read at eight or nine years of age, while the stories themselves are sure to keep the young reader's interest.

SECOND SCIENCE READER. By L. MacNelson-Virden. Chicago: A. Flanagan & Co. Cloth. 146 pp. Price, 30 cents.

Mr. Flanagan's good luck—enterprise—continues in the selection of the author for his science readers, and the mechanical superiority is maintained. The type is large and clear, giving the page an attractive look. The illustrations brighten the book and enlighten the understanding. The topics treated are the frog, ants, bees, buds, bluebird, bobolink, butterfly, caterpillar, cocoon, elm-tree, flowers, grass, grasshopper, morning glory, leaves, maples, migration of birds, spiders, the oak, owls, pussy willow, robin, sparrow, strawberry, swallow, toad, violet, willow, and woodpecker.

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Vacation Time.

[Tune: "America."]

VACATION time has come,
Glad days of cheer and fun,
Sweet summer time!
Put books and slates away;
'Tis time for happy play;
No studies all the day,
Vacation time!

We love to play within
The woods so cool and green,
Where sweet birds sing.
We'll take our hoops and balls
And play where nature calls,
In green and flowery halls
Our glad shouts ring.

When summer days are o'er
To school we'll turn once more,
With hearts so light.
Then let us while we may
Enjoy vacation's sway;
Be happy all the day,
From morn till night.

—Selected.

Vacation.

BY MATTIE J. HAWKINS.

V—Voices are calling the children to-day,
Hark, let us listen and hear what they say.

A—A robin pipes clear in the top of a tree,
"Come out, little children, be happy with me."

C—Clearly the south wind is whispering now,
"Come out," it is saying, from each forest bough.

A—A butterfly skims through the soft summer air,
And bids us to follow his wings flashing fair.

T—Tinkling and rippling o'er pebbly bed,
"Come dance to my music," the little brook said.

I—In meadow and valley, with dainty perfume,
The blossoms are saying, "Come out where there's room."

O—Oh, wild bees, we listen to hear your glad hum,
We know you are bidding the children to come.

N—Now woodland and hilltop, and mountain and sea,
Unite in glad chorus, the children are free.

In June.

THE rose-leaves fast are going,
A little wind is blowing,
It seems almost like snowing,
Under the white rose-tree;
And oh, we all are sighing
For June to be a-flying!
We're anxious to be trying
Vacation days so free.

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They tell us learning's better
Than fun, but 'tis a fetter—
I'm such a sad forgetter—
To have to pore o'er books;
So, June, now do please hurry,
And make the schooldays scurry,
Bring on Commencement's flurry,
Then—ho! for fields and brooks.
—Annie Isabel Willis, in St. Nicholas.

Coming.

COMING soon the long vacation,
When we'll throw our tasks aside,
And on wings the dancing hours
O'er our gleeful heads will glide.

Coming soon the merry season,
When we need not even look
Oh! for weeks and weeks together
At the inside of a book.
—Harper's Round Table.

Vacation Time.

THE grammars and the spellers,
The pencils and the slates,
The books that hold the fractions,
And the books that tell the dates,
The crayons and the blackboards,
And the map upon the wall,
Must all be glad together,
For they won't be used till fall.

They've had to work like beavers,
To help the children learn;
And if they want a little rest,
It surely is their turn.

They shut their leaves with pleasure,
The dear old lesson books;
The crayons and the blackboards
Put on delighted looks.

So, children, just remember,
When you are gone away,
Your poor old slates and pencils
Are keeping holiday;
The grammars and the spellers
Are proud as proud can be,
When the boys forsake the schoolroom,
And the teacher turns the key.
—Harper's Young People.

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Hints.

Employment, that is not irksome, is one of the first requisites of easy discipline. It is the idle who are troublesome, in school and in society; and the wise teacher will prevent rather than cure wrong. It is less expensive, and saves wear and tear.

Order which has to be advertised, catered to, preached about, sacrificed for very much is spurious. The genuine "Simon-pure" article is unobtrusive, natural, and has nothing of the tyrant in its sway. It makes few laws and fewer law-breakers. Beware the order which is only part of a huge "crushing" machine.

Distrust and deceit go hand in hand. The presence of one presupposes that of the other. The judicious teacher avoids both, but cultivates their opposites in herself and her pupils.

The discipline whose effect is most ennobling and most salutary, which uses the least friction in attaining the best results, is the ideal discipline for school, home, society, and nation.

You can create the sentiment which will secure perfect self-discipline in your school — but you can only create it by living up to a high ideal yourself. You will hardly expect to push a school to a higher plane than your own — though you may lift it to one much higher than it occupies, and your quiet, voiceless example will do infinitely more in this work than volumes of sermons or lectures on the subject.

Your weakness will be rendered visible by the conduct of your school, which in a large measure merely reflects you. Your strength will show in the same way.

Firmness does not mean obstinacy, any more than kindness is a synonym for weakness, although too often these are mistaken for each other. Be as ready to retreat from a false or mistaken position as you are to maintain a right one.

Threats are as unbecoming to your dignity as they are unsuited to your character and position as teacher. They are not only unnecessary, but absolutely detrimental, and are resorted to only by weak, cowardly, or powerless teachers. Punish when you must — but don't threaten.

Discipline is not "all there is of teaching" — but it is a large subject, and cannot be learned on paper. The theory that fits one case may miss the next dozen, or hundred. Study the art of easy discipline, and you will see that it largely depends on your own perfect self-control. — The New Education.

A sixteen-year-old boy who smokes cigarettes, chews tobacco, plays poker, spends all his evenings on the street and his Sundays in a loafers' resort, lies to his mother, disgraces and openly disobeys his father, consorts with licentious companions, and reads nothing but criminal records and pages that pander to passion and vice, is nearly a hopeless case. There are too many such boys in almost every community. They are not the product of the schools. The school is in no sense responsible for their condition. But the schools suffer from the frequent presence of just such boys. A popular but groundless faith in the school as a remedial agent leads parents to make great efforts to bring just such boys under the teacher's influence. In school they are centres of evil influences, sources of moral contagion. Sentimentalists should think of the other children. But what should be done with and for these unfortunate boys? — Midland Schools.

International Signal Code.

On July 2, 1855, a committee was appointed by the British board of trade "to inquire into and report upon the subject of a code of signals to be used at sea." In September of the following year this committee presented a code made up of eighteen flags and pennants representing the eighteen consonant letters of the alphabet, out of which 78,642 combinations could be made for words and sentences. A signal-book of combinations, with the words, sentences, names of places and ships which these combinations represented, was prepared, adopted, and afterward translated by many foreign nations. This code has now become established all over the world, and is known as the International Signal Code. Now when a ship meets another ship at sea, her captain looks in his signal-book for the combination of flags which represents his ship's name, and hoists them. The captain of the other ship looks at that combination in his book, and reads opposite to it the same name. Then he tells his ship's name in the same way. Then he may ask questions to tell anything by looking in the signal-book for the sentences or parts of sentences he wants, and hoisting the combination of flags which makes them. In his own language, the other captain will find the same sentences opposite the same combinations of flag letters in his own signal book. — From "What the Flags Tell," by Ensign John M. Ellicott, U. S. N., in St. Nicholas for March.

A Spider That Builds Balloons.

Some spiders of Texas weave balloons four feet long and two feet wide. The female fastens this to a tree by a single thread. She then marches on board with her little ones, cuts the thread and sails away in her airship to some far distant point on the prairie. The female spider is always larger than the male, and is altogether a virago. Should her husband become contumacious, instead of seeking a divorce, she devours him.

The Horse Is Careful.

An old cavalryman says that a horse will never step on a man intentionally. It is a standing order with cavalry that, should a man become dismounted, he must lie down and keep perfectly still. If he does so the entire troop will pass over him without his being injured. A horse notices where he is going, and is on the lookout for a firm foundation to put his foot on. It is an instinct with him, therefore, to step over a prostrate man. The injuries caused to human beings by a runaway horse are nearly always enacted by the animal knocking down, and not by stepping on them. — Popular Science News.

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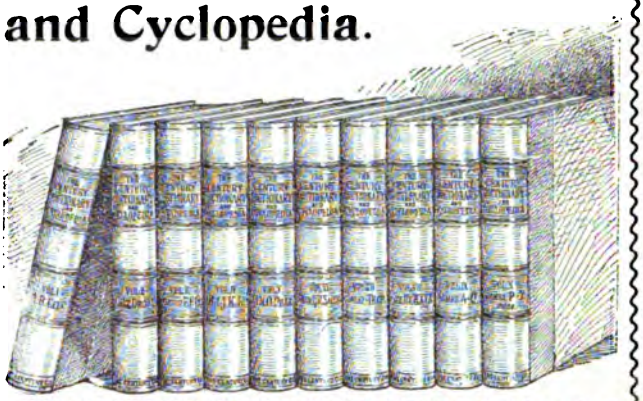
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The Century as a whole covers ground that no other publication has ever pretended or attempted to include. It is unique in its wide range as in its marvelous utility. It is more than a reference-work; it is a complete working library. It combines in ten volumes all the advantages of dictionary, encyclopedia, atlas, and at least thirty other works which have hitherto been found necessary in every well-equipped working library, and all on a plan that for the first time meets the requirements alike of the busy man of affairs and of the most exacting student.

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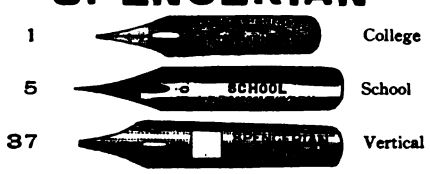
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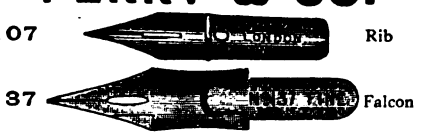
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A Step Forward.

The American Journal of Education in its January issue gives the following excellent advice:—

In our planning for the new year let us place our ideals high, and strive to attain them.

As it depends not so much upon "what the child studies as with whom he studies," let us strive to be worthy leaders of the children who so confidently trust in us.

Let us first study carefully to know ourselves. Perhaps our faces are, all unconsciously, forming that stern, commanding appearance which all children readily detect and dislike.

Or maybe the voice has become harsh and keyed too high. This is a very common failing, although occasionally we find a teacher who talks entirely too low.

While riding on a railway train a few days ago, three ladies got on the train at a station, and my companion remarked: "Two of those ladies are school teachers." I asked him his reasons for thinking so, and he said he knew it by their voices, and his surmise proved to be correct. Perhaps our voices need reconstructing, therefore we say let us begin by taking a look inward—a study of ourselves.

Then again, if we would reach our ideal, we must study the child more than ever before. Study him in the light of his surroundings. His growth and development from a physiological standpoint. Study his tastes, likes and dislikes, and see that they are properly cultivated. Study him in the light of the knowledge obtained by the child-study societies, but above all, if you would really know the children under your care, study them with their parents. A half-hour's talk with that boy's mother will give you a better insight into his real character than weeks and months of tests, examinations, and measurements.

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Then let us study the parents, or as one aptly puts it: "Spend less time on books, and more time studying folks."

In so far as the politician is one who has a keen insight into human nature, and understands how to handle people, let us be politicians. Learn to be good handshakers. Take an interest in the people of the district, and then they will be interested in you and your school, and you will be a power for the great uplift of intelligence during 1897.

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There are many other things that cost him nothing, such as the culinary arrangements, his steward, who does the marketing, the many fancy delicacies sent him by enterprising firms. This, by the way, is a sort of nuisance, for it seems to be the desire of every manufacturer of some new eatable or drinkable to get into the White house. Things of value that find their way there are never accepted.—Harper's Round Table.

How to Read.

Read topically, read about a period, read about a certain nation. Have a system, but don't spend so much time on the system as not to read at all. As to "what to read," read relatively little fiction, no matter how good. Read what interests you. Read in connection with your business. Be sure to read at least one great and good book each year. Have books, but do not buy a whole library at once. Buy the books you want. Let your library grow up around you. No one can afford not to buy books. When a man gets where he wants no more books, he is dead and only waits burying. The envelope system of securing and classifying the results of one's reading is to be commended. Have a series of envelopes. Put the topic on the outside. Put a blank piece of paper in each. On this put references to any work you may have read on the subject.

[Continued on page 393.]

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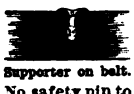
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[Concluded from page 391.]

Also put newspaper cuttings in the same envelopes. By this means one's information on any subject can be massed very quickly.—Selected.

The Squirrels in the Park.

The squirrels in Central park are very tame. They will run down a tree-trunk and across the road in front of you, and stop and squint at you, or gaze squarely at you, without a thought of fear. I saw a group of little boys, dirty, ragged little boys, sitting on a bench looking at the beautiful jackknife of one of them. While I was watching them there was a shriek, and one of them jumped into the middle of the path rubbing his leg. Now what do you think had happened? A squirrel running across the lawn had seen this group of boys, and doubtless thought, "Here are some nice young, very young, trees. I'll take a nibble," and he had run over and nibbled the leg of the boy who shrieked. The squirrel was quite as much frightened as the boy. He ran like a flash across the grass and up the trunk of a tree, where he sat on a limb gazing pantingly at the curious transformation of his young trees into the most curious objects, who shook fists and threw stones that never reached him.

It seemed a pity that these boys and squirrels, made for each other's enjoyment, should be enemies. So I explained to the boys what had happened. They were very much interested, and agreed to go with me to the park entrance and try to find a peanut man, and play marketmen for the squirrel. We found the man, and returned to the squirrel locality with a bag of peanuts. We sat down, some on the bench, and some on the ground. Presently a squirrel appeared; I think the same squirrel. "There he is," screamed all the boys at once. He was not there by the time the sentence was finished, but up the same big tree, looking in the most startled manner at this curious crowd. The boys agreed not to shriek when the squirrel appeared again. But they had to hold their hands over their mouths. The smallest boy was sent with a peace offering when the squirrel came down. A dozen peanuts were thrown far out on the grass. The

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All we ask is, that if you find THE JOURNAL of more assistance in your writing work than all other educational journals, you will say so to your friends among the public school teachers. Be wise to-day!

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squirrel, being very intelligent, seemed to understand, and came at once to investigate. He did look so funny when he sat up and cracked the peanuts that the smallest boy rolled over and over on the path in convulsions of smothered laughter. The squirrel finished his lunch, and then sat down to investigate the strange creatures on the other side of the path. He came nearer and nearer. The boy nearest the middle of the path was handed the bag of peanuts. He held one in his fingers until the squirrel took it from him. The smallest boy shouted "Hurrah!" and Mr. Squirrel refused to come back to us. We ate the rest of the peanuts ourselves, but agreed that we would enter into a compact not to be frightened at any of the animals free in the park, and never to throw a stone while in the park.—Mary Willis, in the Outlook.

State Flowers.

The public schools of some states have adopted a state flower. The golden-rod is claimed by Nebraska, Oregon, and Alabama; Colorado has selected the wild columbine; Delaware, the peach blossom; Idaho, the white syringa, sometimes called the "bride's flower"; New York and Iowa, the rose; Vermont, the clover; North Dakota, the wild rose; Maine, the pine cone and tassel; Minnesota, the moccasin flower; Montana, the bitter root; Utah, the lily; Oklahoma, the mistletoe; Rhode Island, the violet; and Wisconsin, in lieu of a flower, has chosen the maple tree.

The World's Largest School.

The largest school in the world is one mainly supported by Baron Rothschild in one of the worst slums of London. There are in it 3,500 children, coming from the families of the poorest foreign Jews, and there are a hundred teachers. It is well known that this is Lord Rothschild's pet institution, and were it not for his munificent support, the school would be unable to meet its vast expenditure. It is owing to his generosity that free breakfasts are given every morning to all children who wish to take them, no questions being asked. Again, he presents every boy with a suit of clothes and a pair of boots, and every girl with a dress and a pair of boots in the month of April, near the Jewish passover. An idea of the poverty of the children may be had from the fact that not more than two per cent. decline to avail themselves of this charity. A second pair of boots is offered in the month of October to every child whose boots are not likely to last during the approaching winter. It is scarcely necessary to state that few do not get them. A very popular feature in the school is the savings bank department, instituted by the president. In order to encourage habits of thrift, he allows an interest of ten per cent. per annum on all savings. The teachers are also permitted to avail themselves of the benefits of this bank.—Selected.



Cutting up pranks with baby is great fun for a young mother. But before she can cut pranks with the baby she must have a healthy baby. A puny, sickly, peevish baby has no use for pranks. It lies in every young mother's power to insure the health of the expected newcomer. If she will see that the organs which make motherhood possible are healthy and vigorous, and will keep them so during the period preceding maternity, she may be sure that the baby will be healthy and happy.

A marvelous medicine for young mothers is Dr. Pierce's Favorite Prescription. Taken during the period preceding motherhood it makes strong, healthy and vigorous the organs upon which rest the burdens of maternity. It allays inflammation, soothes pain, and restores steadiness to the nerves. It does away with the discomforts of the expectant period. It insures the health of baby and makes its coming easy and almost painless. It is the discovery of an eminent and successful specialist, Dr. R. V. Pierce, chief consulting physician to the Invalids' Hotel and Surgical Institute, Buffalo, N. Y.

"I took Dr. Pierce's Favorite Prescription before my confinement, and I was only in labor a short time," writes Mrs. Minnie A. Peterson, Box 5, Easton, Fresno Co., Cal. "The physician said I got along unusually well. I think the medicine saved a great deal of suffering and I get all my friends who need it to try it."

One of the best-known of American medical men said: "If you want to reform a man, begin with his grandfather." That would be wise if it could be done. Since it cannot be done, try something else. Reform the future grandfathers and grandmothers. Do this through education. The greatest thing for a man or woman to know is himself or herself. To know one-half the capabilities and disabilities of the human body is a liberal education. A good start for this education is Dr. Pierce's Common Sense Medical Adviser. Any one can have this finely illustrated 1000-page book for the small price of twenty-one one-cent stamps. This is simply to pay for mailing. If you would like the book in fine cloth binding instead of paper, send thirty-one stamps to World's Dispensary Medical Association, 663 Main Street, Buffalo, N. Y.

Lessons in Order.

Some years ago in a certain New England country school, the teacher, whose idea of order was largely developed, found to her astonishment one day after 4 o'clock, that every desk in her schoolroom was in a condition of chaos. Her first idea was to put every desk in order, and then the first thing in the morning call attention to what she had done, and by appealing to the pride of her children prevent further disorder. Then, as her school was small, she concluded to see what she could do by setting the children a good example. She



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A Novelty for Last Day of School

Most teachers give their pupils some little token at the close of school. The custom is an excellent one. The cost is but a trifle, and the pleasure it gives is a rich compensation for the small outlay. We have realized the fact that it is a difficult matter to find anything especially appropriate for this purpose. We are making something that is

Exactly What You Want--Neat and Cheap,

something that will be highly prized and always kept. We have good reasons for not stating here just what the goods are, but we will mail

A Sample Free to Any Teacher

who will mention this paper. Do not buy anything for Last Day of School until you hear from us. A postal card request is sufficient.

JOHN WILCOX, Milford, N. Y.

allowed her desk for several days to be almost as disorderly as the children's, and then when, like housekeepers in the springtime, she showed by look and manner that she could endure the condition of things no longer, she incidentally remarked to one of the large girls that she must stay after school and have a genuine spring cleaning. The large girl thought she would remain, too; then the other girls decided to "stay and clean up." They did, and by 5 o'clock that afternoon there wasn't a schoolhouse in the county with desks quite so well "rid up" as those. By some sort of legerdemain the boys caught the fever, and after that so long as that teacher taught that school, not a book fell to the floor because it and the others were not properly packed. Is it not barely possible that there is many a teacher's desk to-day which needs a thorough overhauling for the same good reason? — Colorado School Journal.

Our Pearl Button.

How many know how the little pearl button they use so constantly is made? And yet they are largely manufactured in our own cities.

The genuine ones are made from bivalve or mussel-shells, found principally on the shores of the Indian ocean and other East-Indian waters; and also to some extent on our own Pacific coast. These shells have a thin, rough exterior that is quite flinty and dark; but the inner layers are iridescent, and vary in color from pure white to a rich greenish brown, shading from one to the other. These layers vary in thickness much as do our own oyster and clam shells. The encyclopædia tells us, "The iridescent inner layers of the shell are excreted as a slimy matter on the interior, and become hard by the deposition of carbonate of lime." These inner layers are known as "mother of pearl," and from these pearl buttons are made; the large dress and coat buttons from the thick dark part of the shell, and the delicate small buttons from the thin white part.

The disks or circles for the buttons are cut by a tubular saw, — a tube with one end made into saw-teeth. The saw works on a lathe, and revolves with great rapidity. The disks are then smoothed and polished, and the face of the button engraved, when desired.

The shank and holes are all produced by means of different tools used with the application of emery and rapidly-revolving wheels covered with cloth. The finished buttons are then assorted according to size, quality, and color, by young girls, who also sew them upon cards and pack them in boxes as we find them in the stores when shopping. — Eunice R. Campbell, in Pratt Institute Monthly.

The "Milton Bradley Co." Standard Water Colors.

The Bradley system of color instruction is based on six spectrum standards, red, orange, yellow, green, blue, and violet. In this system colored papers and rotating color disks are the material by which the child is first made familiar with and taught to definitely name the various colors seen in nature and art. When that stage of instruction is reached which requires pigments and the brush, the change in methods is quite radical. Hence, it seems very desirable that the transition be made as simple as possible for the pupil, and, with this object in view, the M. B. company colors have been prepared. In these paints the six Bradley standard colors are imitated as closely as is practicable in a child's set of non-poisonous paints, and to them are added two dark grays, one a warm or red gray, and the other a cool or blue gray, which are used to make the shades, the "warm" for red, orange, and yellow, and the "cool" for the other three. The tints or light colors are secured with thinner washes. With these eight pigments the various colors required in painting can be produced by combinations familiar to any pupil who has received instruction according to the scheme of color education involving the Bradley standard papers and the rotating disks.

In using these colors there is practically nothing new to learn, except the manipulation of the new material, because the combinations necessary to produce the infinite number of colors required are exactly such as have already become familiar, and there are no new names to be learned. Milton Bradley Company, Springfield, Mass.

Home Study

Vacation---How to Spend It.

When we think of "vacation" in the general sense of the term, we think of ease, idleness, rest; yet we find that the best, most thorough and most progressive teachers plan to spend at least a portion of their vacation in study in order that they may be better prepared for next year's work.

• • So Popular • •

has the idea of taking up some regular course of study during the summer vacation become, that there have sprung up hundreds of summer schools in all parts of the country and thousands of teachers attend them. There are, however, thousands of others, who, for various reasons, cannot attend these schools, though they need and crave the benefits which they would receive. It is impossible to curb a spirit fired with a determination to succeed. Those who cannot attend a summer school, or who do not care to spend the money that such a course would cost, may be interested in the system of **Home Study** provided by the **American Correspondence Normal.** This institution is under the management of the publishers of **Normal Instructor.** It has been organized seven years, has given instruction to thousands of teachers (at their own homes), and is now giving instruction to more teachers each year than any other educational institution in the world. Its system is thorough, practical and complete, and the cost is very moderate. All instruction is given by mail. The student can carry on the study wherever he may be by merely devoting one or two hours a day to the work.

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Our Mails in the Early Days.

"In Washington's first term an effort was made to speed the mails—to move them at the rate of one hundred miles in twenty-four hours, or about four and a half miles an hour," writes ex-President Harrison in his "This Country of Ours" article in the Ladies' Home Journal. "This would have been a notable advance, for the carriers were then taking nearly thirty hours between Philadelphia and New York. The roads were bad, and there were many slow ferries. In 1776 there were only twenty-eight post-offices in the colonies; in 1795 there were 453; and in 1895 there were 70,064. The rates of postage when the department was organized under the constitution were high; for thirty miles, six cents for one letter sheet; for sixty miles, eight cents; for one hundred miles, ten cents, and so increasing with the increased distance to the maximum, twenty-five cents for distances over 450 miles. Stamps were not in use in those days, nor was the sender of a letter required to pay the postage in advance. The postage, six cents or twenty-five cents, as the case might be, was written by the postmaster on the letter, and if the sender paid the postage the word 'paid' was added; if he did not, the postage was collected of the person to whom the letter was addressed. These rates soon yielded a surplus over the cost of the service, spite of the franking privilege which the law gave to congressmen and the heads of departments. . . . The demand of the newspapers and periodicals of every class for cheap postage, seconded by their subscribers, has led to a reduction of rates greatly below the actual cost to the government. In his report for 1892 the postmaster-general, after stating that the present letter rate pays twice the cost of the letter mail, says that the book and newspaper mail is carried at a loss of six cents a pound. In recent years the post-office department has been characterized by a very progressive spirit, and it is now rendering not a perfect service, but a high-class service. No other department has more nearly kept pace with the marvelous development of our country."

Keep to the Right.

A friend of the public schools living near one of these large institutions writes:—

"The simple rule of 'Keep to the right' is ignored almost entirely, and people who ought to know better stop in twos and threes right in the middle of a crowded sidewalk to hold a conversation, blocking the way and causing inconvenience and loss of time to scores of others. It is not a trifling matter when considered in its entirety, and, if it were, 'Life is made up of trifles.' It cannot be expected to educate the adult generation on such a point, but it would be easy to train the generation now in the schools right. It would involve neither trouble nor expense for the teachers in all grades to give a weekly reminder, on Mondays, for instance, to their pupils, to 'Keep to the right and keep moving,' with a two-minutes' talk on the subject. It appears

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to me that it would be a creditable thing to the management of the public schools of St. Louis to inaugurate such a movement, and that it would attract attention and procure imitators throughout the United States, and in all quarters where advanced education holds sway."

Our teachers will certainly not allow this advice to pass unheeded.—F. Louis Soldan, Superintendent of Public Schools.

Child Study.

SUGGESTIONS BY E. A. KIRKPATRICK, Winona, Minn.

1. Look for instances of imitation of teacher in voice, language, gesture, expression of face, attitude, ways of doing things, and any mental or moral characteristics.

2. Note similar imitations of classmates or other persons, and imitations of what has been read about.

3. Give especial attention to those which are likely to lead to the formation of good or bad habits of conduct, and to those that are likely to help or hinder in the subject studied.

4. Notice for individual pupils whether the tendency to imitation is so strong as to prevent originality, or so weak as to retard the formation of desirable habits.

HABIT—I.

1. Note whether there are any habits common to the class as a whole, or to nearly all of its members, that interfere with good order or successful work during the recitation.

2. Notice what efforts, if any, are made to change those habits by the teacher, and the effect of such efforts.

II.

1. Notice especially the habits that are commendable, and from those select one or more pupils for special study, and note down all the attitudes, movements, phrases, and actions that seem to be characteristic and more or less habitual.

2. Notice especially the habits that are commendable, and those that interfere with the pupil's best and most rapid development.

3. Determine the origin of as many of the habits as possible.

4. Notice at what time of the day and under what circumstances the undesirable habits manifest themselves.

5. Note any change in habits that seems to be taking place, and especially the effects of the efforts of the teachers to modify them.

6. Discover, if you can, whether there is any one trait or habit that is the principal one, and at bottom the cause of all the others.

7. State what means you think ought to be used to correct bad habits and preserve good ones in the pupil's studies.

8. State what means you think should be used.

Note what habits of studying or doing things are being formed by the pupils in each subject studied, that will be of advantage or disadvantage to them.

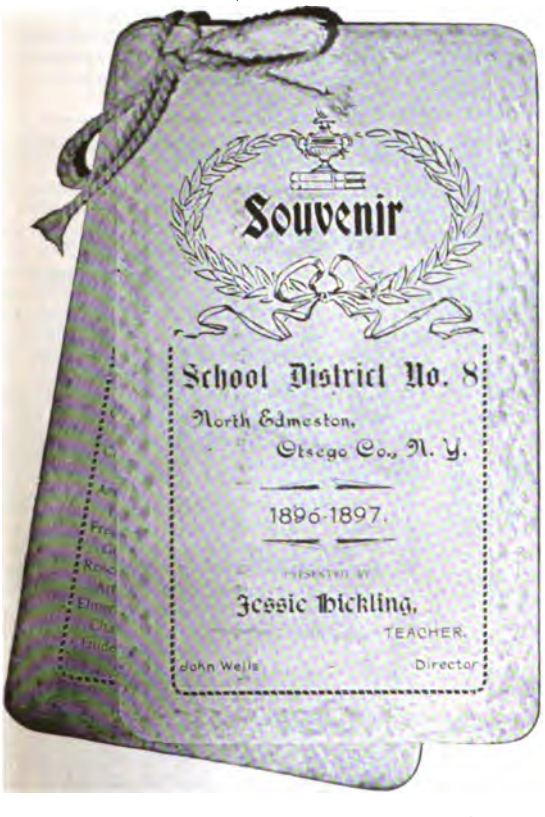
A Helpful Hint.

Primary teachers who do not have any other instrument to furnish music for marching and gymnastics will find a triangle, such as is used by a band or orchestra, a good investment. Tie the rod with which you strike to the rest of the instrument by a bright colored ribbon, hang the whole on some convenient nail when not in use, and you will have a means of giving signals and beating time vastly more agreeable to the little folks than the time-honored methods of tapping the desk, snapping fingers, or clapping hands. Try it.—The Public School.

School Gardens.

Mrs. Henrietta L. T. Wolcott reports to the Massachusetts Horticultural Society that the old "window garden" committee of that society was not so much of a success, but that it has drifted into a committee on "school gardens," and that this is becoming a valuable adjunct in school education. The children love to sow seeds in pots or boxes in the school windows and watch them grow. It is said that the observing faculties of

When Does Your School Close?



THE custom of giving pupils some little token at close of school is an excellent one, and teachers everywhere observe it. It has been, however, difficult to secure appropriate gifts—something attractive, which would be kept, without too great cost.

Our School Souvenirs

Are neat, novel, attractive, and contain matter which renders them so valuable that they will be highly prized and always kept, yet the cost is slight. These Souvenirs consist of two cards tied together with silk cord. On the face of the first is printed the name of school, town, teachers, date, officers, etc., as desired, in the brightest gold letters, and on the second the names of all the pupils in the school. Heavy embossed cards are used and the Souvenirs are gotten out in a highly artistic manner.

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WHEN TO ORDER: Orders can be filled the day they are received, but it is better to order a couple of weeks in advance, if possible, to avoid any possible delay. One sample Souvenir free to any address.

NOTE: We make a specialty of fine printing for schools. May we not submit estimate on **Invitations** and **Programs** for your Commencement exercises? Samples free.

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18 :	1.15	23 :	1.37
19 :	1.20	24 :	1.41
20 :	1.25	25 :	1.45

Additional ones 3c. each. In ordering quantities in excess of 25 send $1.45 for first 25 and 3c. each for all over that number. Number of Souvenirs ordered must equal number of pupils' names. Sent postpaid on receipt of price.

The above cut is about two-thirds actual size of the Souvenirs.

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the children are wonderfully enlarged by this little experience, and that the subsequent education becomes much easier. The old idea, of having little gardens for children to look at, has not proved the wisest one; but giving little children something to do themselves, as in sowing seeds and watching their growth, makes a great difference.—Mechan's Monthly.

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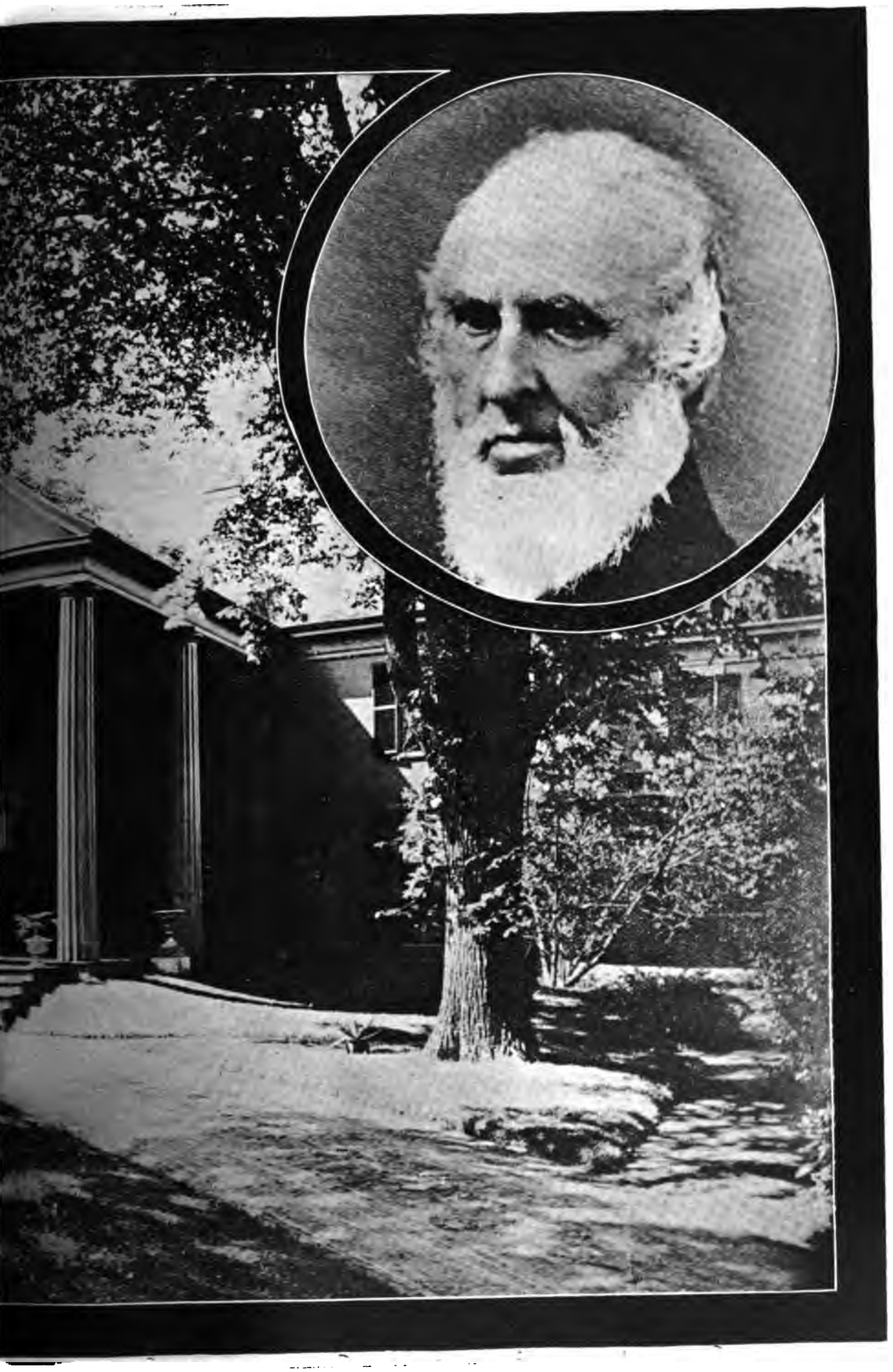
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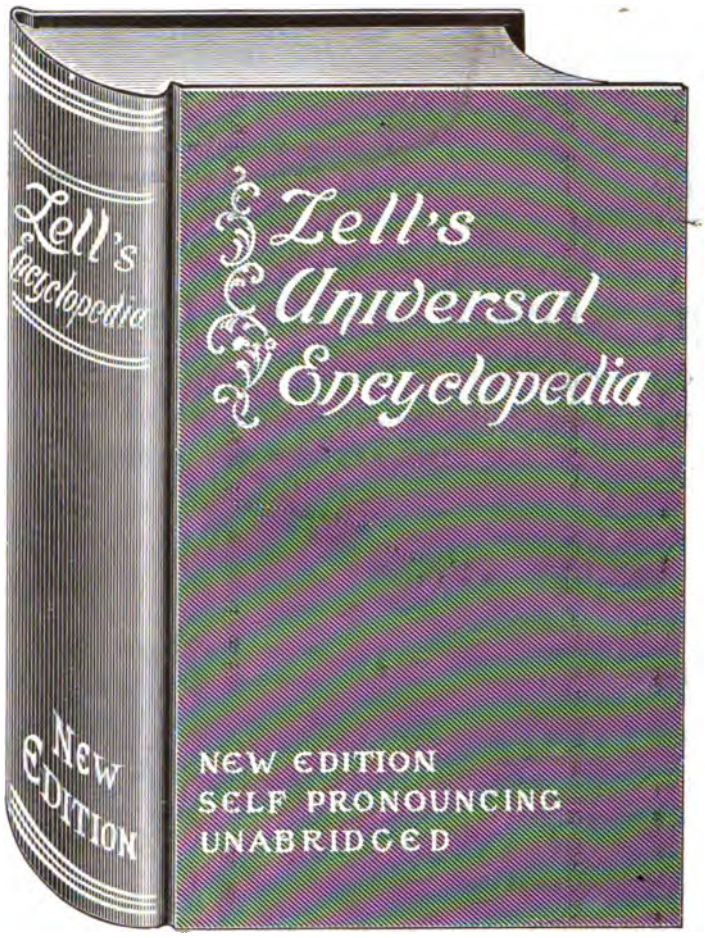
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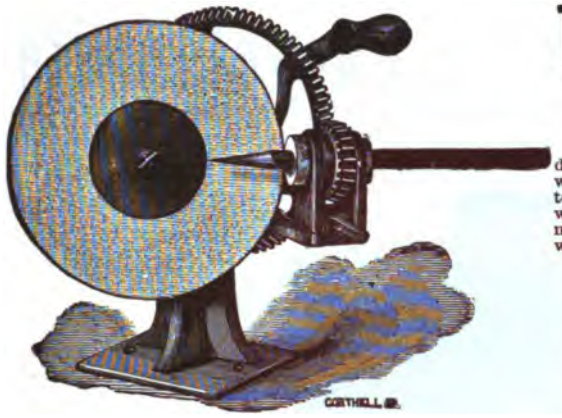
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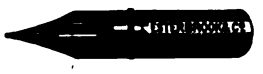
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 1. SEPTEMBER, 1897. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

THE Montreal meeting of the American Institute of Instruction, July 9-12, A. E. Winship, editor of the American Primary Teacher, president, was the largest in the history of this oldest educational association in the world—sixty-seven years old. The paid memberships are more than 2,200, as against 2,054 at the great Bethlehem meeting twenty years ago. The great National Educational Association has had but seven larger meetings in its history. The programme was exceptionally strong. Some one has characterized the star feature thus: The most scholarly effort was that of Dr. W. T. Harris, the United States commissioner of education, on "Faust"; the most powerful, that of George H. Martin, supervisor of the Boston schools, on "The Supreme Moral Element in Education"; the most brilliant, that of C. W. Bardeen of Syracuse upon "Fitting Teachers to Places"; the most helpful, that of Miss Bessie E. Howes of Worcester upon "Seat Work"; the most heroic, that of Superintendent Edwin P. Seaver of Boston upon "The Bible in the Schools." This characterization would be acceptable but for the fact that there were so many other delightful exercises, that one who heard them all, as I did, could not discriminate satisfactorily where all were of a high order of scholarship, all interesting and helpful. Such an array of talent is not often within the reach of teachers. In addition to those referred to above, there were George H. Conley, Charles Fleischer, and Lucy Wheelock of Boston, J. P. McCaskey and Anna Buckbee of Pennsylvania, George W. Ross, President Robins, J. M. Harper, E. W. Arthy, E. J. Rexford, and R. K. Row of Canada, Jacques W. Redway of New York, Mary S. Snow of Bangor, Gertrude Edmand of Lowell, Mason S. Stone of Vermont, Lewis H. Meader of Providence, Albert G. Boyden of Bridgewater, W. C. Bates of Fall River, C. S. Chapin and Will S. Monroe of Westfield.

The National Educational Association had one of its largest and best meetings at Milwaukee, July 6-9, Hon. Charles R. Skinner of New York, president. The audiences were by far the largest educational audiences ever assembled in this country, which means the largest in the world. There were in actual attendance more than 8,000 at several meetings. The entertainment was simply matchless. To William George Bruce of the School Board Journal is largely due the "superb arrangements." The decoration of the hall was highly professional and patriotic. The citizens were all glad to have the teachers with them. The hotels are wonderfully adapted to the needs of a great meeting, and they did all in their power for their guests. The enthusiasm of the audiences was at times indescribable. The opening session has never been equalled for wide-awake zeal. Mr. Skinner's presiding was prompt, courteous, decisive. The treasury department handled the tickets in a more business-like manner than it has ever been done before. It was practically faultless.

The "Report on Rural Schools" by the Committee of Twelve, N. E. A., can be had by writing to Irwin Shepard, Winona, Minnesota, secretary of the N. E. A. In accordance with the vote of the directors, the report will be sold as nearly as possible at its exact cost. Single copies by mail at 25 cents. Packages of 10 copies, express paid, at 20 cents each. Fifty copies or more, F. O. B., Chicago, 15 cents each.

The "Zell Encyclopaedia," which is offered to any subscriber of the American Primary Teacher for $1.00, is without exception the greatest offer that I have ever known made by any publication for the money. It is the best and cheapest $4.00 encyclopaedia I have ever seen. It is well bound for any library. No teacher can get so much for his money in any other way that I know of.

If you have a new principal be wonderfully discreet in what you say to him and about him. He or she will have a hard time at the best. You need his friendship as much as he needs yours. Help each other. Above all be careful that you and the other teachers do not "chum" together too much, with the principal left out. It looks suspicious to the stranger.

The new class knows more than you think it does. Do not express lack of faith in its capabilities. Suppose you had been promoted and was doing the work of a wholly new grade. Wouldn't you have need of patience on the part of the principal who was comparing you with the last teacher who had had the grade five years?

This ought to be a great year for the scholarly growth of teachers. Whatever you do for your pupils, see to it that you do much for yourself. You do the most for them when you do the most for yourself.

Who can tell which has given the most genuine rest to teachers,—the sea-side or the mountains, a farm or a camp, lake rowing or sea yachting?

The vacation has been such a tonic that you are liable to waste much of the reserve strength in overwork these autumn days.

Use your new strength to your own best professional advantage. It is what you need and it will "pay best" in every way.

Give the new teachers in your building a sympathetic, friendly reception.

I hope you have had a good, restful vacation.

GEOGRAPHICAL NAMES.

BY FRANKLIN PERKINS.

SCRANTON, Pa., named from the Scranton brothers, Englishmen, who came first to Connecticut and then became heavy miners and manufacturers at the place that bears their name.

Erie, Pa., was in Revolutionary times Presque Isle.

Winnipeg was "little sea."

Braddock and Bradford mean "broad dock" and "broad ford."

There are many names whose suffixes indicate in general "town," such as Boston, Trenton, Evanston, Littleton, Tamworth, Somersworth, Bosworth, Newbury, Petersham, Wilbraham, Hyde Park, Middleborough, Foxborough, Pittsburgh, and Newburgh. These various suffixes had primarily a specific meaning which is wholly lost in the American transfer from England.

In "ton," "worth," "bury," "borough," and "burgh," "ham," "park," the elementary idea is an "inclosure" of some kind. Originally it was related to one family, but before it was applied to localities it had come to be associated with groups of families, but it was intended to retain the root idea.

"Ton," "tun," "tunnel," "tone," are now used with the elementary idea of measurement or limitation in quantity, space, or voice. It meant at first a limit, measure, or inclosure of land by a hedge, as all lands were then inclosed. It was the general signification of the hedge about a man's place, and was applied to the entire range of his estate, including the pasture. "Boston" was, presumably, the oxen's or cows' inclosure. It therefore signified more clearly than any other suffix the town idea, taking in the entire group of families with their outlying neighbors, the pasture people as it were. "Barton" was the "bear" inclosure, not referring, however, to the animal, but to the "bear" or yield of the land, the place for keeping the crops. The primary idea in "ton" was domestic.

In the case of "worth" the idea was that of protection, an inclosure to guard against. The "weir" is another form of the word, and signifies primarily the warding off of the river from encroaching upon the land. "Worden" is the same, hence "warden," a guard. This gives assured value or worth to property thus guarded, etc. Probably the word in all its modern significance comes from the elementary idea of protection. "Bosworth" was the ox or cow stall or place of protection from roaming. "Kenilworth," "Walworth," "Tamworth," etc., were places specially hedged in, often within a "ton," as Bosworth was the stall rather than the pasture.

The "bury" was a fortified place with mounds built up for the inhabitants to stand behind in an engagement with the enemy. These mounds were usually on the hills, hence a hill settlement was a "bury," "burgh," or "borough." Amesbury, Scarborough, Marlborough, Northboro, Fitchburg, Harrisburg, Greensboro, Wilkesbarre, ought to be the hill towns. The "burial" ground takes its name from the mounds built over the graves.

The "ham" had the sacred idea of home in it, the hedge which shut off the curious rather than the dangerous. Dedham, Wrentham, Wareham, ought to be peculiarly homelike places.

THE HIGHEST AIM IN NATURE TEACHING.

BY NELLIE ALLEN.

ANY nature teaching which does not point the learner through nature up to nature's God fails of its highest object. Our teaching of nature should not only open the child's eyes and mind to the wonders about him, and the uses of those wonders to himself, but to the beauty all around, and his duty toward these beautiful things. It should teach him to have a loving, tender regard for animals and plants, as living things, possessing the same wonderful gift as himself—life; to look upon the Creator as the giver of this wonderful life, whether found in a tiny animal, a beautiful plant, or intelligent man.

Studying the plant in parts, examining the structure of an animal, will never cause our pupils to love our common wild flowers more and appreciate their beauty, or to be less cruel to any animal in their power. It is only when a child thinks of these things as living like himself that he will care for them, only when he thinks of them as a work of the Creator—like himself—will he come to have any respect for their rights.

I never could understand why the children in the lower grades should be burdened with the botanical names of parts of plants or flowers. I know some people think that a child should call a stamen a stamen, as well as a chair a chair. However, we should hardly think it necessary to teach him the back, sides, arms, legs, corners, springs, tapestry, excelsior, etc., in teaching chair. If he recognizes a chair and its use, why bother his head with names of the parts of such an object? If it is necessary to teach him names of the parts of a flower, why not of the cow, which is spoken of in the same grade—technical names of her muscles, bones, etc.?

But why not rather let the little children enjoy the whole, beautiful, living flower without picking it to pieces to find its parts and learn hard names for them, tend it, care for it, watch its growth, talk of its beauty, and draw it as a whole—an artistic, dainty whole; read stories, poems, and myths about it, and not learn at that early age to foster the savage instinct inherent in children, by pulling to pieces and destroying the life and beauty of what, to them, would be a living creation, would we but lead them aright.

So many lovely myths, stories, and poems relating to nature are found now, written by standard authors, that the child's mind may be stored with beautiful thoughts, crowding out many ugly ones.

The copyrighted verses of the September song, page 11, are used by permission of Messrs. Roberts Brothers.

LITERATURE FOR SEPTEMBER.

BY ELLA M. POWERS.

JAMES FENIMORE COOPER.

Born September 15, 1789. Died September 14, 1851.

THERE were no large cities in this country when James Fenimore Cooper was born in 1789.

Few white people lived in that wild region near Otsego lake, New York, the home of his boyhood. Westward the forests stretched miles away.

In those days, bears, wolves, and panthers roamed about in the forests. Sometimes they would come near the houses or steal into a barnyard, snatch a chicken, and run off with it.



J. Fenimore Cooper

[Loaned by courtesy of Houghton, Mifflin, & Co.]

The nearest villages were many miles distant.

There were no railways until 1830, so these villages could be reached only by riding horseback. What long, lonesome rides those were through the dense forests!

When a stream was reached the horse would plunge into the water and wade to the opposite shore.

Who do you think were their neighbors? They were Indians, who lived in wigwams here and there. Often they hunted for deer; again they would paddle in their light canoes down the streams and fish.

Sometimes an old hunter would come to the home of Cooper's father and sell furs and skins.

Occasionally a white settler would come and make another home not far away.

James Cooper learned to set traps to catch the wild animals, to shoot, to fish, and to help about the little home here in the wilderness.

He knew the names of all the trees and plants in the wood.

He learned the notes of the song birds.

He knew the different calls and cries of the wild animals.

Sometimes he would follow the deer or the bears to their homes in the forest.

He knew the path the animals had taken, for were not the glistening cobwebs broken all along the way?

Sometimes, when standing quietly by the beautiful lake, he would hear a faint crackling of the bushes near him. It might be a thirsty deer coming to drink, or it might be an Indian watching him.

When a boy he went to Albany to study.

He journeyed along very slowly in a stage coach. It took many days to go from one part of New York state to another.

When he was fourteen he went to Yale College. He was the youngest pupil there.

After returning from college he decided to go to sea. He left New York when he was seventeen, and went on board a vessel of the merchant marine. This great ship carried cargoes from one seaport to another.

Cooper visited the great city of London.

He went to Portugal and Spain and to many famous places.

He saw the harbors filled with great ships ready for war.

He saw the pirates, who at night would sail down upon an unprotected ship, steal the cargo, snatch the men on board, and sell them for slaves. Sometimes the sailors who were caught were made to work very hard in the fig and date orchards of the far East.

Cooper never forgot all that he saw when away on these seas.

When he was nineteen he became a midshipman. A midshipman is a junior naval officer in a ship of war.

He spent nearly six years on the sea. At one time he superintended the building of a great war vessel.

After a time he became a lieutenant. A lieutenant holds a place next to a superior.

He built a large house at Scarsdale, New York, and then he began to write some famous books. Here he wrote stories about the Indians on the warpath, their feasts, their songs, dances, and their battles.

Then he wrote books about the early Americans, the brave settlers in the forests, the old hunters, the trappers, and life on the prairies.

Many of the people mentioned in his books were friends of his father. How many stories he wrote and what wonderful books they were!

Every one in America and in England wanted to read Mr. Cooper's true, thrilling stories.

Then he wrote some books about the life at sea. No one could write these stories better than he; for did he not know all about such a life?

He wrote about the bold and dashing sailors, the famous battles between great warships out at sea, and of furious storms.

In another book he tells of the pirates. In one book called "The Pilot" his hero is Paul Jones.

Besides these books, he wrote sketches of his travels and essays about America and the lives of American officers.

His books were written in other languages and read by people in Turkey, Persia, and Egypt.

He was one of the greatest story writers of American history.

LESSONS ON ANIMALS.*—(VI.)

BY LOUISE J. HEDGE.

[Adapted to Children Studying the Geography of the American Continent.]

THE SQUIRREL.

A TAME squirrel or a stuffed specimen should be procured for the children's observation. Besides this, pictures or charts will be a help.

Having arranged the material, the teacher begins, "To-day we will talk about the squirrel.

"What difference between the animals we have already studied and the squirrel strikes you first?" "The squirrel is very much smaller," is the reply.

One child asks, "Is that a very important difference?" "Not very," the teacher answers, "but I think it is well for us to think of the size first, because it is so noticeable."

"Shall we talk about how the squirrel looks, or find out first about its teeth and food?" The vote is in favor of the latter, as the children know how important that matter has been hitherto.

"Look well at the teeth and tell me what you see." "I can only see two cutting teeth on each jaw. That isn't like any other animal we have studied."

"Quite true. How useful do they look? You remember Pussy, for instance, had very tiny ones." "They look sharp enough to be useful, it seems to me," one child replies, and another adds, "We know a squirrel uses them a great deal."

"What else do you notice about them?" "They are orange-yellow in color." "Yes, that is true in this case. Is there anything odd about the mouth?" "The lower jaw doesn't come out even with the upper, and the nose is sharp."

At this point a little investigator breaks in with, "I have found out something that is true of the cow,—a squirrel has no canine teeth." The teacher is not quite ready for this, but follows his lead for the moment by replying, "You remember, though, that in the case of the cow two teeth that looked like cutters were really transformed canines, but here the canine teeth are really absent. A blank space is left between the front and back teeth in both cases, however.

"To find out about the back teeth we must look at our chart." The children inspect the drawing of jawbones and teeth, and then one states, "The teeth are made for grinding, something like a cow's, only not so broad." Another says, "We might have known that an animal that eats nuts would need to have teeth like that."

"The teeth, children, that mark off the squirrel and its relatives from other animals are those cutting teeth, often orange or red in color. They are very interesting. Our teeth are covered all over with a very hard substance, called enamel, but only the front side of these teeth have enamel; the back is like soft ivory, and as the teeth rub against each other the ivory is worn away, leaving the sharp enamel edge for the animal to gnaw with,—for a squirrel is above all things a gnawer.

"Gradually, the enamel wears off, too, and to make up for the wearing away, the teeth keep growing out. The teeth are really curved, and run back deep into the bone.

"If our teeth were made like these, only the back side of the upper teeth would be worn away, because the lower teeth shut under or inside the upper. But you can see that both the upper and lower teeth of the squirrel are worn away.

"How is it managed? There is a different motion of the jaw from any we have observed before, for this time it is a forward and back movement now and then. Let us say that the animal is gnawing with the upper teeth outside (they never shut over very far), when all at once he slips the lower jaw forward a little, and now the lower teeth are on the outside to get their share of wearing away on the back.

"If one tooth is destroyed, the one opposite keeps on growing until it curves around and pushes into the jaw again, finally causing the little animal's death, because it interferes so with his eating.

"Some one said that squirrels eat nuts. They eat acorns, too, juicy young leaves, and fruit. There is even a suspicion that they suck birds' eggs, but I should be sorry if that were proved true.

"Now you may tell me the color of this squirrel." "It is mostly gray, but has a little reddish brown on the sides." "Have you ever seen a squirrel of a different color?" "Those I have seen have usually been reddish brown."

"The red squirrel, as it is called, is more common than the gray. He is not reddish all over, but is whitish on the under side. He is usually smaller than the gray squirrel. His ears and tail both differ from the gray squirrel somewhat. Tell me about this squirrel's tail." "It is very large and bushy." "The red squirrel has not so fine a tail, though it is quite bushy."

"The ears of all squirrels are held erect. Why?" "So they can hear well." "That is right. The red squirrel, especially in winter, usually has his ears decorated with a tuft of long hairs. One wonders if it may not be for warmth.

"Now tell me where squirrels live." "They live in trees," is the answer. "Yes, and they love the woods better than scattered trees. How do they move about in the trees?"

*Copyrighted.

A group of eager children, scarcely waiting for each other, tell these facts: "They run very fast." "They do not seem to be a bit afraid to run out on a little limb and leap to the next tree."

"Let us look again at the squirrel we have here, to find out why a squirrel can make such leaps." The children look and one replies, "The hind-legs are very long, and strong looking."

"When a squirrel stops running, what position does he take?" "He sits up on his hind legs." "Yes," replies the teacher, "the long, strong, hind feet make this a very steady position. When sitting up like that he often puts his fore feet to good use. What do I



mean?" "He holds nuts in them while he gnaws holes in them, and eats the kernel," replies the child.

"Let us go back to this matter of scampering along the tree-boughs, and making leaps from bough to bough. What helps the squirrel to do this so steadily, so surely?" "I think his claws help—they help a cat, I know." "Certainly the claws help, though they are different somewhat from those of a cat, and if you look at the hind foot closely, you will see that it is a spreading foot,—one that can cling.

"But just here we must tell of the use of that beautiful bushy tail that curves and bends anew with every movement the squirrel makes. It acts as a rudder and balancer in one. Moreover, this is not its only use. It is an awning in summer and a blanket in winter. The animal's name, indeed, means shade-tail.

"By the way, the red squirrel is hardy enough to stand cold weather, for he can be seen in the woods all winter long, sometimes even plunging into a snow-drift and out again, with a gay flirt of his tail. But what becomes of the gray squirrels in winter?"

"They disappear somewhere, but I think they do not all go away, for on New Year's day I saw two in the woods," says one of the boys. "What kind of a day was it?" asks his teacher.

"It wasn't very cold. The snow was melting in the sun and the ground was even bare in places."

"That tells us just what we want to know. The gray squirrels do not go away, and they are often to be seen in just such places. They make a home for themselves in a hole in a tree and sleep for weeks, only coming out for a run on mild days. They are fat in the fall and come out very thin in the spring. But their own fat alone does not keep them alive by any means. What do they live on?"

One of the children says, "I have often read of their storing up nuts for their winter food." "Yes, they lay in a large store of acorns and nuts in the fall, carrying them in their mouths to their storehouses. With their long, strong feet they dig holes just under the surface of the ground in various places.

"I must tell you of something I saw. It was a chilly damp morning early in September and we stood looking out the window longing for hammock days again. The cold snap had strewn the lawn with green chestnut burrs.

"Soon we saw that our being housed was a great boon to our friends, the red squirrels, for they were as busy as bees, carrying off the burrs, one by one, to ripen in their hiding-places.

"One little fellow tucked away his first burr in a crotch of the tree, and the second in a nook by the roots. Back he went for a third. It proved to be one with a long leaf firmly entangled in its prickles, but he was not daunted. Twice it tripped him up. Then he dropped his burden, deftly gnawed off the leaf close to the burr on either side, picked it up, and scampered off. Wasn't he a wise little fellow?

"We have said much about the power of the squirrel to clasp and carry things in its forepaws. What bone must it have, then?" "It must have a collar-bone, as the cat does, I think."

"I am glad you remembered that. Let us talk a little now of the baby squirrels and the preparation made to receive them. When young Mr. Squirrel is grown up, he chooses a little mate, and they are faithful to each other all their lives. They build a nest, sometimes in a hole in a tree, but often in the crotch of a limb. They weave together leaves and moss and grass so cunningly that the nest is snug and warm, and it looks so like the tree you can hardly see it. This nest they love to keep for years. The helpless little squirrels are born with their eyes still shut. If it is a gray squirrel family, there are three or four, and they come in the early summer; if they are red squirrels, the family may be larger, and it comes as

early as April, for the red squirrels are very hardy. The squirrels care for these young ones till the next spring, and then they are able to shift for themselves.

"Next lesson we will begin with the little relative of the squirrel called the chipmunk, and then tell about all the other gnawers we have seen or read of. So keep a sharp eye out for gnawers until next lesson. Now let us sum up for to-day only the most important points:—

THE SQUIRREL.

"The squirrel is a gnawer, as shown by the two cutting teeth on each jaw. The back teeth are grinders.

"His food is chiefly nuts, acorns, and young leaves.

"His hind-legs are much the longer and stronger. They are fitted for leaping, while the forelegs are chiefly used in carrying food.

"The collar-bone is present.

"The bushy tail acts as a rudder and gives protection from heat and cold.

"The squirrel lives in trees.

"He stores up food underground in holes which he digs.

"The gray squirrel sleeps during most of the winter.

"The nest is in a tree. Three or more young squirrels are born in spring or early summer."

CHILDREN'S MONEY SENSE.

BY E. KIMBER.

FIVE years ago we were boarding, and my children were aged 9 (boy) and 11 (girl) years. They had no idea of the money value of anything, except candy, nuts, cakes, etc. I thought it would be well to give them a practical education in this line, and one day told them that I would in the future pay them regular wages of $6.00 per week; from this they should pay their table board—$4.50 per week, and with the balance they would have to pay for all their clothes, etc. We started at Christmas, and each put down in a little book, under the headings "Money received" and "Money spent," the details of the accounts. Occasionally I would borrow from them a dollar or two for a week, giving my note, and paying the exorbitant interest of 5 per cent. a week for it. Receipts were given by the children, and demanded by them for money paid out, unless there was a sales ticket to file. An extra stock of clothes made it necessary for them to borrow at times, and then they gave their notes as I had done. My boy when less than ten years old came to me one night with "Papa, how much money do you think I've spent this year?" (He had just bought a suit and overcoat and had little left.) I answered, I don't know; how much? "I've had a hundred and ninety dollars, and its all gone but two dollars and twenty-three cents—it costs money, papa, to live; don't it?" His sister—a quiet child—learned the same lesson. We would often discuss their expenditures, and they learned the value of clothes, etc., better than they could have done in any other way. Their mamma, of course, "shopped" for them, but they were always consulted or advised.

I simply told them that a certain percentage of the money spent for the family was theirs, paid to them as wages, often, however, I gave them an opportunity to do work for me, such as writing out an article I wanted copied, or going on an unusually long errand for which I paid car fare, which they would save by walking. The work done for me was planned so it would have to be done during their usual play hours, and so they would learn the difference between work and play.

Neither of the children are stingy, but both know how to spend money to get the most good out of it, and both have money loaned at interest. They will walk and give the car-fare to a needy person, or give up some longed-for pleasure to aid one in distress. In order to learn the lesson properly the saving should be a voluntary act on the part of the child.—Child Study Monthly.

PRIMARY WORK.

BY JESSIE E. BARBER.

WE must remember that the little bodies are fresh from the home-life, and the change is great from utmost freedom to the necessary restraints of the school-room life; therefore strive to secure very frequent periods in which the child may stand; exercise in various ways.

We all do better work when happy; then aim to make the little ones happy. Have sympathy with their little wants; encourage them to observe lovely things, as the sunshine, flowers, birds, sky, sunrise, sunset, autumn leaves, animals, stones, clouds, and an indefinite number of the beauties of nature. Give many object lessons—their language lessons—number work and much more may be given by means of objects.

Order is heaven's first law, and should begin at the start of school life. It is almost impossible, or at least very difficult, to secure perfect order after the child has become accustomed to bad habits in school.

Watch the very beginnings of anything wrong, and do not allow it to become a habit. If the first year's work is right, the later work will be pleasure, not torture.

Insect Questions.

1. How does a mosquito differ from a fly?
2. A bee from a wasp?
3. A butterfly from a moth?
4. A tomato worm from a potato bug?
5. What relation has the cocoon to the caterpillar?
6. The butterfly to the cocoon?
7. On which tree do you find caterpillars—peach or pear?
8. Apple or cherry?
9. Elm or willow?

Index for the American Primary Teacher for 1896-7 will be sent free on application.

September.

Music by Ella M. Powers.



The golden-rod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down;
The gentian's bluest fringes
Are curling in the sun;
In dusty pods the milkweed
Its hidden silk has spun.

The sedges flaunt their harvest
In every meadow nook,
And asters by the brookside
Make asters in the brook.
From dewy lanes at morning
The grapes' sweet odors rise
At noon the roads all flutter
With yellow butterflies.

—H. H.

The First Day of School.

BY KATHRYN LIVINGSTON.

The programme for the first day should be prepared with more than the usual care and thought.

The new teacher should never leave any part of the day to be filled with whatever may chance to come into her mind at the time.

The children, in their critical attitude, quickly discern the slightest trace of hesitation or weakness in the manner of the new teacher.

She must impress upon them at the very outset, that she, and she alone, has the ability to meet all situations. The first few hours tend to the establishment of her ability, knowledge, and reputation in the children's minds. It is often that during the first day her success seems assured or doubtful. The sooner the pupils feel her reserve force and strength, the better will be the school.

Plan for every moment. When your previous plan is made, do not make the mistake of omitting to plan assignments for those who are not reciting. Many teachers have made this mistake. To prepare instructive busy work requires as much time and thought as for the recitations.

Again, on the first day take particular care in assigning for the coming lesson. Do not be guided by the number of pages, but by the knowledge of the facts to be considered.

Keep every child busy.

SEPTEMBER waves his goldenrod
Along the lanes and hollows,
And saunters round the sunny fields,
A-playing with the swallows.

Primary Language.

BY L. F. A.

Cherries are ripe in ——.
Christmas comes in ——.
The farmers are making hay in ——.
In —— the winds blow hard.
We go skating in ——.
Roses bloom in ——.
The bluebirds come back in ——.
There are many showers in ——.
George Washington was born in ——.
The apple trees are in blossom in ——.
—— and —— are the warmest months.
——is the first month of the year.
Memorial day comes in ——.
Thanksgiving comes in ——.
The leaves are red and yellow in ——.
Blueberries are ripe in ——.
Winter apples are gathered in ——.
The last month of the year is ——.
——, ——, and —— begin with J.
Labor Day comes in ——.
Strawberries are ripe in ——.
My birthday comes in ——.

EASY STEPS IN PICTORIAL REPRESENTATION.*—(III.)

BY CLARA ROSE HATHEWAY.

IN preceding papers I have suggested suitable objects for first attempts in pictorial expression, and have also shown how by representing light and shade we can give the appearance of solidity.

Another thing which we shall need to be able to express is distance into the picture; that is the placing of one object in the foreground, the other in the background. Three things we must remember in order to do this. First, that the near object can be more clearly seen, and therefore must be more clearly drawn. Second, that the object in the background will appear on a different level (higher if the eye is above it) from that of the front object. Third, that the object in the background looses in size the further back it stands.

Notice how two strokes representing grass, Fig. 49, illustrate these three points, and show distance into the picture; also how by two balancing strokes we may show both distance and water, Fig. 50.

Enough has now been said for us to see what should be the direction of our thought and observation in the selection of suitable things to represent, and before attempting to go further we may, perhaps, profitably pause to consider our medium of expression.

I think we must at once feel the necessity for something which is capable of a broad line and strong color, which will give a striking effect, with a chance for delicacy and easy correction. I know of nothing for experimental work equal to charcoal. The ordinary charcoal paper is not as satisfactory for this kind of work as a smoother paper--we use a cream-toned cheap drawing paper, and find it rough enough to take the charcoal readily, and smooth enough to receive a light, fine stroke, even when used by unskillful hands.

Much depends on the quality of the charcoal used. The best quality, the Berville charcoal, in blue and white box, is most satisfactory in the results; it is quite hard, and is capable of as fine a point as a pencil when delicacy is desired.

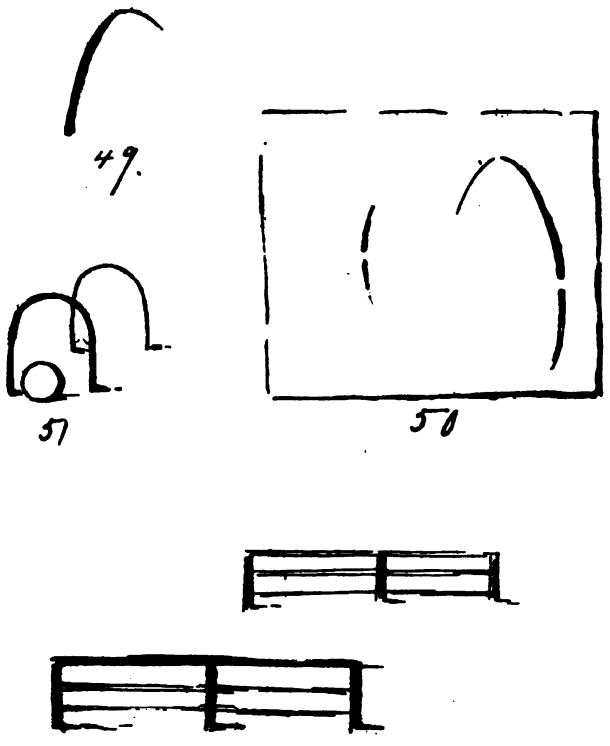
A piece of chamois will allow the pupil to make many corrections without scrubbing or digging into the paper, and without loss of time. He has the possibility of a fresh start at any moment it may be needed, and yet enough of his first attempt will remain to make the second a correction of the first, so that he can utilize whatever was right, and correct what was wrong. For experimental work I can conceive of nothing better, but one must learn not to be over fastidious about the tone which will come over the paper by repeatedly dusting off the charcoal with chamois; indeed, this sometimes adds to the general effect. But even if you object to a tone thus given to the paper, or because some of the old lines show, do not condemn the work on that account, if in the end the lines are correctly placed.

* Copyrighted, 1897.

In judging of its merit, we should consider rather whether the child mastered the difficulty, than how many times he struggled over it. The soiled parts are the traces of the battle, the clear form the evidences of victory or defeat.

When enough has been done with the charcoal to fasten the important facts in the child's mind, and some skill of hand has been developed, we should give practice which will make him more careful to do his work exactly right the first time. Under such circumstances I think power will be gained by using the brush. Exactly the same methods can be followed as before, but since there is little chance of making corrections, it is best to make the first strokes for the construction of a delicate color, which may be increased in strength when the correct proportions are established.

The advantages of water-color are that it does not



rub as the charcoal does, and permits of equally striking effects, while delicate tones and lines are more easily obtained.

Something may be done with a soft pencil, but it requires more judgment to use it effectually than a child possesses. He knows it can be erased, and therefore with difficulty can refrain from doing so,—with what consequences we are all too well aware, and it lacks many of the advantages of either charcoal or water-color, while a hard pencil for sketching is a total failure.

A "kneaded rubber" is the best eraser for all purposes. It can be twisted into a fine point, or flattened to a sharp edge by pressure of the fingers, and still has sufficient stiffness to remove charcoal or pencil marks. A sponge eraser is good, but not equal to the other for all purposes

For monochrome effects in brush work there are a variety of colors which we may use, giving an added interest to the results. Black, neutral tint, indigo, sepia, vandyke brown, or a dull red can all be used successfully.

There are many other mediums which may be used, such as pen and ink, or common stick and ink, wax-point, or crayons of different colors, but none of these have any special advantage over the brush or charcoal, and there is the danger of attempting so many things that nothing is well done.

The child may be encouraged to experiment for himself in almost any medium, but for direct classroom work it is far wiser to choose and master one good medium through which the principles common to all may be taught.

A Study of Thistles.

Found: In dry fields early in September.

Height: About three feet. A tough, stout, prickly weed, with large, fragrant, purple blossoms.

Root: Stem-like, round, brown, tough, with small rootlets (tap root).

Stem: Stiff, upright, round, grooved, hollow, green.

Leaves: Long, narrow, cut in sharp points, tipped with spines. (Why ?)

Bud: Cone-shaped, covered with green, pointed scales, tipped with spines.

Blossoms: On the end of the stalk, purple. One head with very many little blossoms having long, slender, white tubes.

Seed: After the blossom fades, each seed flies away, helped by the thistle-down—light, silky hairs fastened to end of the seed.

READING LESSON TO ACCOMPANY DESCRIPTION.

Little Thistle grew in the brown field all alone by herself. She thought she was all alone, for no other thistle was near her; but Sweet-fern grew near with his fragrant leaves, the golden Aster smiled in the sunlight, and everywhere the soft, gray moss made a carpet where the flowers might play.

"I wish I might fly away like that swallow," said little Thistle. "I must stay here alone in this brown field, because this tough root holds me so firmly in the ground. Nobody loves me, with these sharp, ugly leaves that would drive anybody away. What can I do?" The swallow flew near and heard her sigh. "Just grow your very best where you are, little Thistle, and some day you may have your wish," he said.

So little Thistle stopped sighing, and tried to be as sweet as she could be. She lifted her purple head into the sunshine, and became so fragrant that the bees came in little companies to share her sweetness. "We love you, Thistle," they said. When the hot days came, and the other flowers nearly fainted, Thistle's long root found water to drink low in the ground, so she was still brave and bright.

She became afraid one day when a cow came across the field where she grew, eating flowers, and leaves, and grasses as she passed. "How sweet that thistle is," said the cow; "but I must not touch those thorny leaves"; so the thistle was saved.

One day I looked across the fields and saw little, white-winged seeds flying through the air. I thought they were fairy birds, for their wings were soft and shiny; but when they came near I saw that thistle was having her wish,—she was flying away.—"Waymarks for Teachers," Silver, Burdett, & Co.

FROM SOURCE TO MOUTH.

BY D. R. AUGSBURG, SALT LAKE CITY.

WATER falling on the surface of the ground gradually percolates down through the soil until it meets an impervious layer, usually of clay or rock. Following this layer, it emerges at the foot of a hill as a spring. Sometimes the water does not find an outlet and collects in a basin or between impervious stratas of rock. Then, by boring down to the water, artesian or flowing wells are formed.



Often the water as it finds its way down through the ground comes in contact with heated rock, and this gives rise to boiling springs and geysers.



Water flowing from a spring forms a rivulet or rill. This is usually the beginning of a river.

Several rills uniting form a brook. Often one large spring will be the source of a brook.

Brooks uniting form a creek, which by the addition of other creeks, brooks, rivulets, and rills soon becomes large enough to be called a river.

Sometimes a stream is the outlet of a lake; if large, it is called a river; if small, a creek.

The rills, rivulets, brooks, creeks, and rivers unite and form a large river. All together are called a river



system. The small rivers and creeks are called branches. The land that the river drains is called a



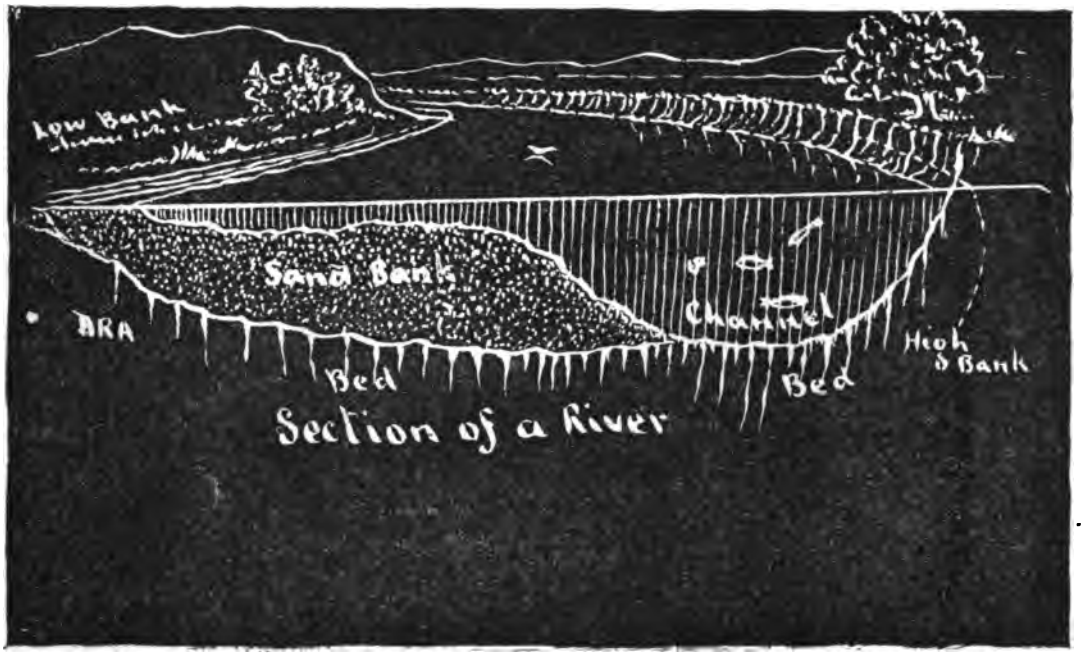
river basin or valley. The valley slopes toward the river, and is lowest where the river leaves the valley.



When the water of a river flows down over rocks it forms rapids. If the rapids are small and steep, their name is changed to cascade.

When the water of a river flows over a precipice it is called a waterfall or cataract.

When the shore of a river rises abruptly from the water's edge it is called a steep bank, and if it rises to some height, it is called a high bank. When the bank slopes gently to the water's edge it is called a low bank. The bottom of the river is called its bed. The channel is the deepest part of the river. Sand accumulating on the bed of a river is called a bar. Bars often extend entirely across the river. Fords are usually on such bars.







When the rocky shores of a river rise abruptly to some height they are called bluffs. Rocks or accumulations of sand rising to or near the surface is called a shoal. A low bank rising scarcely above the surface of the river, on which water remains, is called a swampy shore.

A rapid flowing river usually flows between high rocky banks. The river is usually narrow where it is swift, and broad where the current is slow. Islands are often found in rivers.

When a river empties into a large body of water through several or many mouths it is called a delta. Most rivers that are not subject to the action of the ocean tides empty their waters through deltas.

When the mouth of the river is exposed to the action of tides no delta is formed, but, instead, the mouth is single and funnel shaped, and is called an estuary. A bar is formed at the mouth of the estuary and another bar as far up the river as the tides ascend.

ARITHMETIC.

BY WILLIAM M. GIFFIN,
Cook County Normal School, Chicago.

FROM the first, children learn that when they are to divide one number by another, or, to put it better, when they divide a number into an equal number of numbers, the dividend and divisor have like names; e. g., the question may be, How many pounds of sugar can one buy with $8 at 5 cents a pound? The answer is, "As many pounds as there are 5 cents in (not $8) 800 cents, or 160 five cents; hence, 160 pounds. Again: I have 2 pounds of toothpowder which I desire to put into bottles holding 2 ounces. How many bottles do I need? The answer is, "As many bottles as there are 2 ounces in 2 pounds, or 24 ounces, which are 12 two ounces; hence, 12 bottles. Once more: If A has 2 bushels and 1 pint of winter wheat to put into glass jars holding 3 pints, to send to the fair, how many jars must he buy? The answer is, "As many jars as there are 3 pints in 2 bushels and 1 pint, or 129 pints, which are 43 three pints; hence, 43 jars.

How natural then, if he is asked the following question, How many pounds of tea can one buy with $6-8, if one pound costs $3-4? for him to say, "As many pounds as there are $3-4 or $6-8 in $6-8, which is 1 six-eighths; hence, 1 pound."

Teachers: Let us make it a point to have to-day's work help to-morrow's. Let us lead the children to see that fractions are to be treated just as they have been treating whole numbers. Let us lead them to see that the enumerator of a fraction is an adjective, while the denominator is a noun. One telling how many are taken, the other naming what is taken. After a while, if we desire, we may through observation lead them to discover all the short cuts. Let us, however, lead them to discover them, and never let us tell them what they will so enjoy finding out for themselves. Our work is to present conditions that will cause them to make such discoveries.

We ask a child to find 3-4 of 20, and teach him to first find 1-4, then 3-4. He says, "One-fourth of 20 is 5, and 3-4 are 3 times 5, or 15."

Now ask him to find 3-4 of 4-9, and if we keep still he will say, "One-fourth of 4-9 is 1-9, and 3-4 are 3 times 1-9, or 3-9"

We ask him to find 3-4 of 1 pint, and he says, "One-fourth of 1 pint, or 4 gills, is 1 gill, and 3-4 are 3 times 1 gill, or 3 gills."

Now let us ask him to find 3-4 of 1-3 and again keep still, and he will say, "One-fourth of 1-3, or 4-12, is 1-12, and 3-4 are 3 times 1-12, or 3-12."

We ask a child what will .5 of a pound of tea cost at .5 of a dollar a pound. Then tell him to say .5 times .5 or .25. He is mixed at once. "Why, teacher," he says, "my product is less than my multiplicand, and you said I was to multiply!" The teacher says, "Well, follow the rule; the man who made the book knows."

The child wants to say, "that .5 of a pound will cost .5 of .5 dollars, or .25 dollars." Thus: .1 will cost .1 of .5 dollars, or .05 dollars, and .5 will cost 5 times .05 dollars, or .25 dollars.

How does he know .1 of .5 is .05?

This way: One dime is what part of a dollar? "One-tenth."

One cent is what part of a dollar? "One-hundredth."

One cent is what part of a dime? "One-tenth."

One cent is what part of what part? "One-tenth of one-tenth."

One-tenth of any number of tenths equals what?

"The same number of hundredths as the number of tenths given."

Then if I am to find .2 of .8, what shall I do?

First find .1, which is .08, then find .2, or 2 times.08, which equals .16.

Now by observation, again, lead him to discover the rule for pointing off in so-called multiplication of decimals.

September Sentences.

[For Blackboard Work.]

The fireflies are flashing in the evening.

The katydids are having a concert in the maple trees.

The quails in the corn are calling "More wet."

May has a bunch of goldenrod.

She brought it from the beach, I know, for it has larger blossoms than ours.

Grandpa is picking his peaches.

How well the wasps know which are the sweetest ones.

The first Monday in September is Labor day.

We went for wild grapes yesterday.

A gray squirrel sat on the wall and watched us.

He had an acorn in his paws.

I wonder if he was going to hide it for the winter.

The elderberries are ripe.

The leaves on the birches have turned yellow.

See the goldfinches flock about the thistles.

No wonder they are called thistle birds.

The thistle seeds have wings as well as the birdies.

I saw a flock of barn swallows last night.

They are getting ready for a winter in the south.

The other swallows will leave us soon.

The soft maples have put on their red fall dresses.

The snowbirds (Juncas) have come to spend the winter.

We must say good-bye to the orioles, kingbirds, and bobolinks.

Mr. Bobolink has put on a very plain suit for traveling.

The people in the south call him the rice bird.

Dick found a big green caterpillar under the oak tree.

We put him in a box and fed him with oak leaves.

He fastened two or three leaves together and spun his cocoon inside.

If we keep it until June we shall see a beautiful moth (Polyphemus.)

Pumpkins are ripe.

The foxglove and the cardinal flower are in blossom.

A BLACKBOARD DECORATION FOR SEPTEMBER.

BY HELEN DEANE.

ENCOURAGE the children to observe, collect, and bring to the schoolroom the various flowers which blossom in September.

If the children's home be in the city, their country friends will gladly send them flowers from woodlands and meadows. When a flower is brought to the school, let the pupils find out a few facts about it: its home, color, corolla, calyx, fertilizing organs, stem, leaves, neighbors, and friends.

The flower may then be sketched (with colored chalk) upon the blackboard. Below the sketch may be written a few brief facts about the flower.

The goldenrod, so universal, will be gathered and be brought to the school. This should be drawn in shades of yellow. It is well for a teacher to have at least three shades to work with; if this cannot be obtained and only one yellow crayon is at hand, use white with it for the high lights, and let the blackboard assist for the black in the shadows.

In a few days a cardinal flower may be brought to the school; after a short talk, this is drawn at the right of the goldenrod. Its deep, rich red pleases the children.

The blue harebell may next claim attention, and now we have a border of yellow, red, and blue, and our blackboard looks bright with its September flowers.

Other flowers may be contributed, as the wild asters, butter and eggs or toadflax, as the orange and yellow flowers are called, and possibly a fringed gentian of "heaven's own blue" may be found.



Above or beneath our flower border may be written some appropriate quotation, as:—

"If thou wouldst attain to the highest, go look upon a flower."—Schiller.

Such a border may be drawn at the top of a blackboard and be allowed to remain through the month.

An artistic taste may be cultivated in arranging the flowers in our border. Colors that harmonize should be drawn side by side.

The children will quickly see that a white blossom separating a pink and red is better than pink and red side by side.

A yellow flower will be drawn between the blue and purple, to separate the colors.

It will stimulate the pupils to observe, to search, and to love the flowers.

It will have a refining influence; for was it not Froebel who said: "A child who voluntarily and freely seeks flowers, cherishes and cares for them in order to bind them into a bouquet or wreath for parent or teacher, cannot be a bad child or become a bad man."

So let us strive to guide and cultivate the tastes of our pupils. We can slight the least common multiple, but we cannot afford to slight this great lesson, the love of nature.

Letter-Writing.

Let pupils write simple letters, showing them in detail about dating, stamping, closing, folding, addressing, sealing, etc. This may be preceded by some such lesson as the following, the children copying the sentences and filling the blanks.

1. We write letters to our —— and to business ——.
2. The letter is written on ——.
3. We use a —— or a pen and ——.
4. A pen and ink is best, because it will not get ——.
5. We write the name of the ——where we live on the first —— near the ——; then the —— of our state.
6. We write the day of the month on the next —— below, and the year at the ——.
7. In writing to a friend we begin on the third —— at the left, and say "Dear ——."
8. In business letters we ——"Dear Sir" or "—— Madam."
9. When we —— to our home friends we call them by name.
10. We tell them the news about other people, and about ——.
11. We ask for ——about them.
12. We tell all about our work and ask what they are ——.
13. We write about some nice thing we have seen or ——.
14. Sometimes we tell them where we have been or want to ——.
15. When we have done, we ask —— to write to us.
16. We close by saying "Your ——" or "Yours Truly."
17. We sign our name in full, so that if our —— does not reach our friend it will come back to ——.
18. It would first have to be sent to the dead —— office at Washington.
19. We fold the ——to fit the envelope.
20. We write the —— of the friend to whom it is going on the envelope, just below the middle; below that we write the name of the place where he —— and the street and number, if given; then the —— of the state.
21. We put the —— on the upper —— hand corner of the envelope.
22. It costs ——cents to send a —— anywhere in this state.—Exchange.

Cards in Botany.

Many teachers of botany are preparing for winter study by making collections of leaves, seeds, fruits, etc. Have you ever tried this plan?

Obtain small squares of cardboard. On them paste (1) the tips of leaves; (2) the edges of leaves; (3) the bases of leaves. This saves space and material. You do not require a whole leaf to illustrate the terms serrate, dentate, crenate, mucronate. With the actual card in hand, with the proper term written on it, it is astonishing how soon children pick up the technical language in botanical description. They handle it, so to speak, and absorb it without effort. Roots may be sliced down the middle and a thin slice from the central part pasted on larger pieces of cardboard; and so on with other parts of plants.

Cards have an advantage. They are not brittle, like dried leaves, and the parts of the leaf, when properly pasted on, will adhere for years. Again, the same cards may be used year after year with little wear. Almost a complete course in junior botany may be illustrated in this way. Get your pupils at work. Make the collection as varied as possible.—Educational Journal.

About the Moon.

[First grade.]

[Read twice before reproducing orally.]

The moon looked big and round last night. Mamma said it was because it was growing old. When the moon is new it looks little and thin, and something like part of a broken ring.

The Spider.

A lesson on spiders for work in the fifth grade, in the Interstate School Review, is suggestive:—

Where do spiders make their homes?

If found in the house, where are they most plentiful?

Where do they spin their webs?

How do they spin them?

Describe and draw the different kinds that are spun.

Why is each kind especially adapted to the mode of life of the spider that spins it?

Do the same species spin different kinds of webs?

Are different kinds of webs found together?

How many spiders are found about a web?

Why do spiders spin webs?

What do spiders eat?

How is their food obtained?

What does the spider do when an insect is caught in its web?

What other ways have spiders of obtaining their food?

Do they store up food for the winter?

Do spiders live through the winter?

Where do spiders come from in the spring?

What are the colors of spiders?

In what way is their color a benefit to them?

Have pupils observe how spiders care for their eggs and their young.

What are the spider's enemies?

Observe the spider's legs as to number, size, and usefulness.

All have seen gossamer floating in the air on warm days in autumn. What is it? How did you find out?

Lead pupils to see how the spider shows its craftiness and skill.

Lead them to see that it is harmless. That it does good.

PAPER FOLDING.

BY HARRIET B. THAYER.

STEAMBOAT.

1. Fold upper left hand corner to lower right hand corner. Unfold.

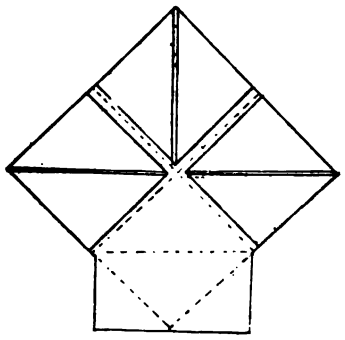


FIG. 1.

2. Fold upper right hand corner to lower left hand corner. Unfold.

3. Fold each of the four corners to the centre. Reverse the paper.

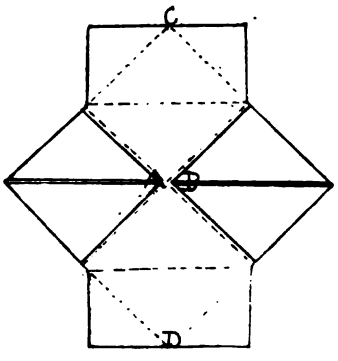


FIG. 2.

4. Fold each of these corners to the centre. Reverse again.

5. Corners to centre again. Reverse.

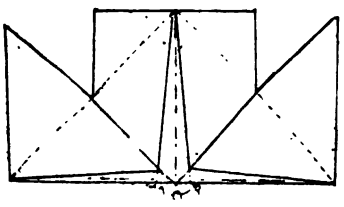


FIG. 3.

6. There are now four little squares on upper side of folding, each having a diagonal opening. Hold the folding diagonally. Put the thumb under point of upper small square, press it upward, spreading edges open. The folding now looks like this.

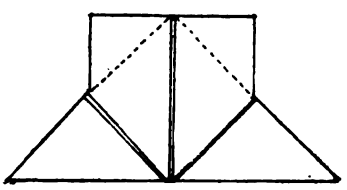


FIG. 4.

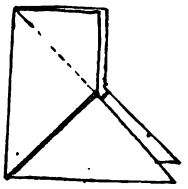


FIG. 5.

7. Press out the opposite square in the same way, and the folding will look like number 2.

8. Put forefingers under points A and B, at the same time making D come up to C. Result, number 3.

PAIR OF BOOTS.

The boots are made from the same folding until number 8 is reached, then double the folding horizontally. Result, number 4. Double again vertically, and the boots are completed.

Deportment.

BY NELLIE E. CASE.

This year, thinking the children would like a change, I devised a plan to take the place of the merits which I have been accustomed to give every night to those who have tried to do right in school. Some cards of thin cardboard, five inches square, were procured. In the upper half was printed the following:—

.....School.

FIRST GRADE.

Dots are for days when.....
has tried to do right in school.....Term
Ending.....189...

The lower half was printed in squares, thirteen squares long (as we have thirteen weeks in our longest term). and five squares deep. The number of the week is placed at the top of each column. I use the six colors of the rainbow, in gummed paper dots, which may be obtained of J. L. Hammett Company, Boston, for fifteen cents per thousand. Give one dot each night for good attendance and deportment; one color each week in order of rainbow.

The small children especially are very anxious to have a perfect rainbow. When ten dots are obtained, I give a card.

Some have raised objections to the method of merit giving in any form. I believe that so far as possible we should leave our pupils to choose what is right and wrong, and lead them to see the effects of each. But I also believe that habits of action are formed through repetition. Every act leaves in the mind the tendency to repeat that action. Every right choice helps to develop the habit of right choosing. Every act of obedience tends to strengthen the habit of obedience. So if by any simple means we can lead small children to wish to do right, I believe after a time such an action becomes a habit.

September Work for Classes.

1. Begin your collection of ripe seeds, putting them in bottles or small boxes (I prefer the former), pasting labels of a uniform size on each, that shall contain a catalogue number and page for reference.

Make your book entries as definite as possible, as elaborate as you please, and see that the number corresponds to that on your bottle.

Be sure to identify the seed by name; tell when and where gathered, and by whom, adding such other items as are of interest to you.

2. Begin your leaf collection for winter study of botany. Dry and press the leaves between folds of newspaper or blotting paper, and mount on cards of stiff manila paper, observing paragraphs two and three of No. 1.

3. Begin your fruit drawing cards, taking the simplest forms of fruit first. Until you are quite satisfied as to the accuracy of your outlines, be content with these, and no not attempt much shading.

Describe the fruits drawn in your best language, and see that the words are all spelled correctly.—Tennessee School Journal.

Literature for the Memory and the Heart.

BY C. T. GRAWN.

FIRST GRADE.

1. September—Helen Hunt—Open Sesame, Vol. I.
2. Lullaby—Tennyson.
3. The Rainbow—Wordsworth.
4. The Mountain and the Squirrel—Emerson.
5. Shadow-town Ferry—Open Sesame.
6. The Star—Jane Taylor.

SECOND GRADE.

1. What the Winds Bring—Stedman.
2. The Little Lark—Jane Taylor—H. of O. Book, No. II.
3. The Wind and the Leaves—Cooper.
4. Birdie's Morning Song—Cooper.
5. The Moon—Mrs. Follen—Brooks and Brook Basins.
6. The Frost—H. F. Gould—Brooks and Brook Basins.
7. Winter—Song of the Wrens—Tennyson—H. of O.
8. Whichever Way the Wind Doth Blow—Mason, B. and B. B., page 61.

THIRD GRADE.

1. The Oak Tree—Mary Howitt—H. of O. Book, No. II.
2. Agassiz's Birthday—Longfellow.
3. The Nightingale and Glow-worm—Cowper.
4. Over and Over Again.
5. The Snow—E. A. Rand—B. and B. B., page 59.
6. The Book—Tennyson.
7. The Rainy Day—Longfellow.
8. The Barefoot Boy—Whittier.

FOURTH GRADE.

1. The Brown Thrush—Lucy Larcom.
2. My Country—Harper's Reader, No. IV., p. 185.
3. The Four Sunbeams—Harper's Reader, No. IV., p. 278.
4. The Noblest Men—Harper's Reader, No. IV., p. 190.
5. America—Smith.
6. Daybreak—Longfellow.
7. The Corn Song—Whittier.

FIFTH GRADE.

1. Little Bell—Thomas Westwood.
2. Trailing Arbutus—Rose Terry—Open Sesame, Vol. II.
3. The Gladness of Nature—Bryant.
4. Snowflakes—Longfellow.
5. The Old Oaken Bucket—Woodworth.
6. The Star Spangled Banner—Key.
7. The Spacious Firmament on High—Addison.

SIXTH GRADE.

1. Abou Ben Adhem—Hunt.
2. Death of the Flowers—Bryant.
3. The Village Blacksmith—Longfellow.
4. The Builders—Longfellow.
5. Sandalphon—Longfellow.
6. Each and All—Emerson.
7. Song of Marion's Men—Bryant.

SEVENTH GRADE.

1. Christmas—Tennyson.
2. The Landing of the Pilgrims—Hemans.
3. The Frost Spirit—Whittier.
4. Barbara Frietchie—Whittier.
5. The Rhodora—Emerson.
6. The Skylark—Hogg.
7. Battle of Waterloo—Byron.

EIGHTH GRADE.

1. The Last Leaf—Holmes.
2. Thanatopsis—Bryant.
3. Old Ironsides—Holmes.
4. Paul Revere's Ride—Longfellow.
5. The Snow Shower—Bryant.
6. The Charge of the Light Brigade—Tennyson.
7. The Chambered Nautilus—Holmes.
8. The Hand of Lincoln—Stedman.

FEET TO MUSIC.

MOTION AND STEP SONG FOR GRADES II. AND III.

M. McC. B. C. E. BOYD.



Feet to music tap,[1] tap, tap, tap,
Hands with pleasure clap,[2] clap, clap, clap,

Eyes to eyes[3] look now to see
If some one will dance with me.

Chorus (same music).—Tra[4] la-la la la-la[5] la-la, etc.

1. Tap with left toe, then right, left, right.
2. Hands over head clap four times.
3. Turn head to look, every two rows toward each other, and place hands on hips.
4. The step begins: Step to left on left toe, bring right foot across to left and bend knees.
5. Straighten knees and step across to right on right toe, bring left foot over and bend knees.

[If the words "step and knees bend" are sung to the music, it will help to get all to do the same thing quickly. All steps to side come on first and third beats of the measure. Now, to make it dainty, after it is well learned, have girls hold out skirts at sides; have every two rows start toward each other; during the last half measure make a slow graceful bow, every two rows to each other. In song and motion work be careful to keep the tone soft and sweet.]

NOTES.

The above selections are some of the very best in the English language. It is designed that the selections assigned for each grade be committed to memory by all the children, and that they be frequently recited by individuals and in concert.

No definite order need be observed in learning the selections.

Tell the children something about the authors who have written the selections.

Enter into the work with interest and enthusiasm.—The Moderator.

Primary Number Work.—(II.)

BY ELLA MARIE POWERS.

How many pins are on this paper?

How many pins are lost?

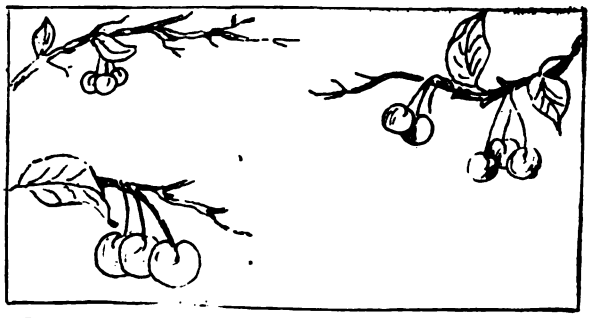
How many more are on the paper than there are off



the paper?

Draw the paper with all the pins on it.

Prepare light green cards and sew with white or with black.



How many bunches of cherries?

How many cherries in each cluster?

How many more cherries than leaves can you see?

Draw these four clusters of cherries upon one branch.

Prepare white cards and sew in reds.

For the Little Ones.

What words were left out in these lines:—

There were —— squirrels up in a tree,
One came down and then there were three.
Nine little chickens belong to one hen,
Hen and chickens all told make———.

Six little girls in a class at school.
—— little boys came in one day.

Then there were —— little boys and girls
When they all went out to play.

Seven fat hens and a rooster straight
Walked into the house, and that made ——.

The hen lays eggs, one, two, three, four,
Fred wants five, so she lays —— more.

In the fields the lambs are bleating;
What do you think the sheep are ——?

—"The Riverside Primer and Reader," Houghton, Mifflin, & Co.



How many hours a day should children eight or nine years of age remain in the schoolroom?

H. H. F.

Five and a half or six hours a day is not too long a time for a healthy child to be in school.

Should ferruling be used as a punishment for whispering? COUNTRY TEACHER.

Whispering is rarely an offense to be punished with severity. Ferruling is the only allowable form of corporal punishment. Whispering is vicious, but can ordinarily be stopped by changing seats. There are neighbors with whom a child is almost certain to whisper.

What would you advise for devotional exercises?

CONSCIENCE.

In the present feverish state of the public mind regarding the school and the church, it is of the utmost importance that no excitement be created by the way in which you do or do not conduct the devotional services. I would have it distinctly understood, in my own case, that I preferred to read from the Bible and have the school repeat the Lord's prayer; beyond that the responsibility must rest upon the school board.

Why are there no women among the officers of the N. E. A? S. S. A.

Conservatism and the fact that men make the nominations are important elements, but back of that is the fact that the women of a national reputation have no taste for educational politics. So long as the men lead well, they will be allowed to lead, presumably.

Which state has the best institute system? M. A.

That depends upon what is "best." There has been no adequate study of institute systems. This would be a good subject for a "Committee of Thirteen" to grapple with on the funds of the N. E. A. So far as I know, Pennsylvania gets the most enthusiasm, and New York the most of method and discipline.

Is Mr. Speer's arithmetic reformatory or revolutionary? S. C.

Both. Whatever may be its fate at the hands of the great professional public, it will reform many abuses in the conservative methods, and if it has a successful hearing, it will do a revolutionary work. No one can know what its future is to be, for there are phases of human nature with which one must reckon.

Primary Geography.

GEOGRAPHY BY GRADES.—(I.)*

BY MARY R. DAVIS,
Principal Training School, Haverhill, Mass.

PREPARATION.—The work in nature study through observation and investigation should lead directly and naturally to the study of geography.

Nature study includes plants, animals, minerals, common phenomena, with experiments in physics and chemistry; descriptions as to form, size, color, place, results of experiments, etc.; also the study of the people of the vicinity, their characteristics, occupations, manner of procuring homes, food, clothing; also rules or government by which they live, etc. A familiar knowledge of his surroundings will lead a child to a general knowledge of the world.

From the study of characteristics and habits of a few plants and animals in the vicinity, which he should be led to observe, compare, investigate, and to simply classify, he will have a mental picture or concept, and considerable knowledge of the animals, plants, etc., of foreign lands from the descriptions which he reads or hears.

Form and color are elements in the application of the simplest subjects.

Pictures and drawings make descriptions accurate and vivid. They should be used freely in connection with modeling.

Maps are needed to put distant places in relative positions, but are misleading if presented before lessons on place, direction, and distance have been given.

The child should be trained to interpret maps through drill in reading pictures, drawings, and maps of familiar places, plans, and scenes.

GRADE I.

Requirements and Method.—No real geography work should be done in this grade; the nature study, language, and general lessons should have the definite object of preparing the foundation for geography.

Simple lessons in:—

1. Place—Taught in connection with paper-folding, etc.
2. Direction—Cardinal points of the compass.
3. Distance—(Lead out from number work.)
4. Plants of Vicinity—Nature study.
5. Animals—Nature study. Study homes of animals, especially of birds, fishes, turtles, squirrels.
6. Soils, Pebbles.
7. Brook, Pond—See nature study. Teach names of brooks or ponds near home. Think of them as homes.
8. People—Social life. Races in vicinity; nations of the white race in vicinity. Study clothing, food, homes, mode of travel, etc.
9. Occupations—Children think what all the animals are doing that they know; all the plants. There are no idlers; all are workers. Think what the people are doing whom you know. Why are they working? How? Bring out from the children all the different occupations or work that they can think, and why—as "My father spins yarn for a living" (spinner).
10. Government—Show need of government, and teach simply as basis of right living. Show that at play, at home, at school, everywhere, we are governed and have leaders; that we live and play under laws or rules, yet never feel the force of them unless we break them.
11. Representation—Of slate, desk, etc. Read the drawing as basis of map work.

In this connection with language require the children to tell name of city, state, street, school; on what street the school is situated; what streets each pupil crosses in going to and from school.

12. Pictures—In language use pictures having hills, fields, forests, brooks, springs, rivers, snowfields, ice, etc. (Select the language so as to teach this.)

From pictures require children to tell what they see; if they think it is cold or warm; what they think little children are doing who live there; what they wear, eat, live in, etc.

13. Weather Report—Kept on board. Lead children to note the direction of cold winds, dry winds, warm winds, etc.
14. Common Phenomena—(As they occur; subject for morning talk.) As rain, dew, snow, etc. This belongs to nature study, but is necessarily a part of geography; indeed, the first and second year geography should naturally grow out of nature study, which should be the basis of many reading and language lessons.

In studying plants, soil and condition in which they grow should be considered; also the occupations which would grow out of certain conditions or productions, as lumbering, lumbermen, mining, miners, stonecutters, should be developed incidentally.

Lead children to see that people congregate where they can best get a living, protection; also because man is naturally a social being—reason for cities, etc. This leads naturally to the need of laws and government.

From the subject of manufacturing (making things) and the producing, as vegetables, grains, butter, etc., we lead to exchange of products (trade), and means of exchange.

Illustration—Farmer brings butter, eggs, etc.; exchanges for what? What does he buy with his money?

The best teacher must have much routine work, and she must learn not to fret under it.

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FLOWER TALES FROM MYTHOLOGY.*

BY GRACE ADELE PIERCE.

THE HAMADRYADS, THE NAIADS, AND THE SATYRS.

THE Hamadryads were strange, beautiful creatures that lived in trees. They were the spirits of the woodlands, and were born with the baby shoots when they first sprang from the ground. Each one lived in her own tree, and loved and guarded it. As long as it lived and was strong and leafy, she lived, too, but when it fell, she must die. Sometimes a woodman would cut down an oak or a strong, thrifty tree, and the poor nymph would cry out so pitifully in dying, that the gods would punish the deed. Then the man would be very sorry for his cruelty, no doubt, but that would not replace the tree or give the hamadryad back her life. This made the Greeks very careful, and they did not deface their beautiful groves as we do in our own land.

Though these spirits remained at home all day, each one in her own tree, when evening came, they would join in merry companionship and dance all night long in the deep, mossy hollows of the wood. Now and then they would let some mortal catch just a glimpse of their gauzy, green garments, as they went flitting away among the shadows; but usually their faces were hidden, and only the sound of their light footfalls could be caught, and the whispering of their voices. They danced with Zephyrus (the west wind) and his brother Eurus (the east wind), and the Satyrs were their companions.

These Satyrs were ugly beings that had the legs and hoofs of a goat and the head and body of a man. They, too, were spirits of the woods, and spent most of their time in dancing and piping, or in playing tricks upon mortals. Their leader was Pan—the god of the fields and of flocks and shepherds. He was a musician, too, and was always playing on a pipe he carried about with him.

But although the Dryads liked the Satyrs, and would often be their companions, there were other nymphs—the Naiads—who feared them and always fled at the sound of their voices. The Naiads were the water nymphs—for every river and brook and little waterfall had its spirit, fairer even than the spirits of the trees.

One could tell always where there was flowing water, even when it might be hidden in the deep heart of a wood, for the voice of the Naiad would come sounding out in a soft tinkling kind of music very pleasant to hear. These spirits cared for the waters, and kept them sparkling and clear; and they were always dancing as they sang at their work or in their play. But the nymphs had reason to fear the Satyrs, as the little story I am about to tell you will show.

Syrinx was a beautiful nymph who went wandering through the fields and forests with a bow strung across her shoulder and a quiver of arrows at her side. Once when she was crossing a field after a day of sport, flushed with heat and more beautiful than ever, Pan saw her and pursued her. Pan had a sweet voice, and he breathed out a pretty song as he ran; but when Syrinx turned and beheld him, with his strange body and ugly face, she was frightened and fled faster and faster. But this queer creature was swifter than she, and when at last her feet touched the margin of her own little brook, she felt his breath upon her cheek. She cried out to her companions—the water nymphs—to save her, and as she did so, she felt a strange thrill pass through her body. Pan reached out his arms to clasp what he thought was the nymph, and, lo, he was holding only a bunch of tall reeds that had sprung up suddenly by the margin of the brook. He sighed, and his voice went breathing on through the reeds like music.

When he saw the beautiful girl had escaped him, and that his voice made such sweet music through the reeds, he cut short several of the hollow stalks, and binding them together with wild grasses, blew upon them. The sound was so sweet the Naiads thought they heard the voice of Syrinx again, and the Dryads gathered round to hear. The god of the shepherds ever afterward carried this pipe about with him, and to-day, when you see a musical instrument made of several hollow tubes bound together, you may know it is the Pan-pipe or the Syrinx.

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About the House Sentences.

[The merit of this exercise is in having the children think and say something especially good. One thoughtful sentence well expressed is of greater value than many weak, thoughtless sentences.]

Write one good sentence about

floor	carpet	windows
latch	laths	stove
oven	rafters	roof
shed	shelf	kitchen
cupboard	sink	hearth
fireplace	bookcase	table
pantry	stairs	cellar
ceiling	flue	door
sash	wall-paper	register
radiator	rug	under the sink
furnace	blinds	piazza
chimney	coal-hod	tongs
bed	bureau	rocking-chair

School Punishments.

The gist of the numerous articles on the above subject may be summed up in the following cautions from Raub: —

1. Do not make threats of punishment in advance.
2. Adapt the punishment to the offense.
3. Do not try to make pupils learn by whipping for unlearned lessons.
4. Never inflict a punishment which is likely to make a pupil feel he ought to resent it.
5. Seek to use the minimum of punishment.
6. Be patient with the shortcomings of your pupils.
7. Do your utmost to prevent faults, so as to avoid the necessity for punishment.
8. Punish only for willful misconduct.
9. Do not reprove those who try, but fail.
10. Do not expect perfect order in the schoolroom; children are children. — Missouri School Journal.

Spelling for Little Folks.

by	no	meat	road
of	know	rain	rowed
off	new	reign	write
I	knew	fly's	right
eye	sail	flies	lamb
son	sale	bow	many
sun	bear	bough	through
any	bare	hopped	threw
ate	led	hoped	limb
eight	lead	boys	Wednesday
sum	pane	boy's	February
some	pain	rose	

Be patient with the new class. It is not easy for them to get their minds off their play and "abandon" of vacation, which is always more or less demoralizing.

We present as our supplement for this month the portrait of John Greenleaf Whittier and his home.

defiant, are particularly trusting, and not the slightest hint of anxiety is allowed even to enter her soul. Most important of all, perhaps, is the direction of her gaze. It is not thinly and nervously spread out over the whole mass of children, making each feel that he is quite lost in the crowd and, therefore, shielded from detection; but she centres her attention on the two or three leaders, passing along with them, perhaps making a remark or two regarding something she hopes they will enjoy on the playground. In the face of such personal sympathy it is impossible to stamp; mischief fades away from the two or three faces in question, and, consequently, from most of the others.

But from one supposedly unnoticed corner there comes a sudden stamp. Does it run like wild-fire through the whole line? No, indeed, the fuel has been dampened. Mob strength is broken. Without changing her expression toward the "other" children, the teacher quietly calls (or takes) the offending member from the line and waits until all have passed out before giving full utterance to her righteous indignation, which is not fun to bear alone. She has conquered.—School Education.

UNIFORM EXAMINATIONS FOR TEACHER'S CERTIFICATES.

NEW YORK STATE DEPARTMENT OF PUBLIC INSTRUCTION.

SECOND AND THIRD GRADES.

METHODS AND SCHOOL ECONOMY.

1. State two advantages of recesses.
2. What beneficial results are to be the objective point in presenting the subject of stimulants and narcotics?
3. What use of the globe may be made in teaching the correct conception of a map?
4. What apparatus is desirable in teaching the subject of geography?
5. Why should pupils commit rules of syntax to memory?
6. Name two special advantages that arise from the study of mental arithmetic.
7. In the part of arithmetic, which should receive the more attention, the study of processes or the study of analysis? Give a reason for your answer.
8. Mention two ways in which spelling can be taught outside of the spelling class.
9. What means would you employ to encourage the pupil to read good literature.
10. Suggest some method for teaching tints in color study.

GRAMMAR.

This is the ship of pearl, which, poets feign,
Sails the unshadowed main,—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the siren sings,
And coral reefs lie bare,
Where the cold seamaids rise to sun their streaming hair.
—Oliver Wendell Holmes.

The first six questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:—

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
2. In naming a clause, include only its unmodified subject and unmodified predicate.
3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
4. An object of a transitive verb is classed as a modifier of that verb.
5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or passive voice.
8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify the following clauses: (a) Which sails (line 1); (b) poets feign (line 1); (c) that flings (line 3); (d) reefs lie bare (line 6); (e) where seamaids rise (line 7).
2. Give three modifiers of flings (line 3), and two modifiers of reefs (line 6).
3. Select (a) three verbs in the indicative mode; (b) an infinitive; (c) a participle.
4. Select (a) a relative pronoun; (b) a personal pronoun; (c) an adjective pronoun.
5. Give the syntax of (a) ship (line 1); (b) which (line 1); (c) wings (line 4).
6. Parse that (line 3).
7. (a) Write a sentence whose verb is in the passive voice. (b) Express the same thought, having the verb in the active voice.
8. Write sentences illustrating the following: (a) the past perfect tense of go; (b) the past tense of sit; (c) the present perfect tense of lie (to recline); (d) the future perfect tense, passive voice of lay; (e) the past tense of come.
9. Decline the personal pronoun of the third person, feminine gender.
10. Give an example of a sentence whose subject is (a) a clause; (b) an infinitive; (c) a participle.

PHYSIOLOGY AND HYGIENE.

1. What two bones of the arm articulate with the humerus?
2. Give three reasons showing why rapid eating is not hygienic.
3. The function of the triceps muscle is voluntary, that of the heart is involuntary. Show the wisdom of this provision.
4. What is the function of (a) the optic nerve; (b) the radial artery; (c) the thoracic duct?
5. When venous blood only is flowing from a large wound, why need pressure be applied only on the side farthest from the heart in order to stop the bleeding?
6. Mention three evil effects that are liable to attend neglected, decaying teeth.
7. Freer perspiration usually attends active exercise. Give a reason showing the importance of this provision.
8. (a) What is the use of tendons? (b) Why is it important that ligaments be composed of inelastic tissue?



AT HOME.

Our daughters like to give their personal care to the dainty things of the house—the pretty china, glass, and bric-a-brac. With Ivory Soap, this is not only possible, but pleasant. It leaves the tenderest skin, just as it does the exquisitely polished or enamelled surface, smooth, brilliant, refreshed, and absolutely unharmed. It is alkali that hurts; Ivory Soap is wholly free from it.

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Any person wishing a copy of this picture may mail to us 10 Ivory Soap Wrappers, on receipt of which, we will send a copy (without printing) on enamel plate paper, 14 x 17 inches, suitable size for framing. THE PROCTER & GAMBLE CO., CINCINNATI, O.

❋ Books. ❋

GOLDEN-ROD BOOKS. Rhymes and Fables, First Grade, 64 pp.; Songs and Stories, Second Grade, 96 pp.; Fairy Life, Third Grade, 126 pp.; Ballads and Tales, Fourth Grade, 160 pp. Compiled and adapted by John H. Haaren. New York: University Publishing Company.

These beautiful books present the choicest time-honored children's rhymes, songs, stories, fairy tales, and ballads in such attractive type, pictures, and binding that the little classics will hardly know themselves. History does, indeed, repeat itself. In the last fifty years there has been no ground for suspicion that the schools were ever to have any part in the fascinating jingles and fairy delusions of the nursery. For years the school porch to all knowledge was, "I go up." "Do I go up?" "I do go up." "Did I go up?" "I did go up, up, up." Then the school leaders ridiculed this, and after many years secured in its place: "I see a cat." "Can I see a cat?" "I can see a cat." "Can the cat see me?" "The cat can see me." "See the cat." "See the cat see me." This was supposed to be the acme of all wisdom, the height of all progress. But now that is becoming a thing of the past, and the child learns to read by quite other processes, and at once reads the charming things that our mothers gave us as choice bits of frolic.

The illustrations are an important feature of the book, adding, as they do, to the realism of Jack Sprat's pig, four and twenty blackbirds baked in a pat-a-cake, Old Mother Hubbard, the cow jumping over the moon, ding, dong, bell, etc. All this is due to the enterprise of publishers. By the best system of state publication or contract ever dreamed of this would be impossible. Had this system been in vogue all through the United States for twenty-five years, we should still have in all the schools, "I go up." "Do I go up?" "I do go up." May a merciful Providence spare America such a reign of "economy" and "virtue" at the expense of eternal fetters for the child's mind.

STEPPING STONES TO LITERATURE. Number One. A First Reader. By Sarah Louise Arnold and Charles B. Gilbert. Boston: Silver, Burdett, & Co. Cloth. Illustrated in colors. 128 pp.

A beautiful book, a professional wonder, is this "first reader" of Miss Arnold's, supervisor of the Boston primary schools. Few books have been so much anticipated as this. Miss Arnold is more widely known than any other American woman educator, and her work is as much admired as that of any other supervisor, and the personal and professional interest in this her first text-book has been great. It is eminently true that the highest expectations have been realized. The dress which the binders have given it is beautiful. There are several full-page color pictures, in which children can but be interested, but the charm and power of the book is in its rare professional qualities. Never before has there been the same range of treatment. Nature is in nowise neglected, while human nature is unusually emphasized; the industries are not slighted, while literature is magnified; the most attractive childhood jingles are retained and illustrated, while the masterpieces of art and literature are utilized as never before for little people. "Mother Goose" is not forgotten, while the masterpieces of Sir Joshua Reynolds, Cain, J. F. Millet, and Meyer von Bremer are of exceptional interest.

There is abundance of frolicsome rhymes, as well as the almost hallowed lines for children by Tennyson, George Macdonald, and Robert Louis Stevenson.

No attempt is made to write a manual for teachers with the book for children to read, because it is considered impracticable, and because Miss Arnold has prepared an admirable manual on teaching reading, which is the teacher's book rather than the pupil's, but in the most incidental way it tells the children what to do, as, for instance, under some easily reproduced pictures is the single word "Draw," or after some easily understood questions is the suggestion "Answer orally," or "Read questions silently, speak answers aloud." After each "selection to be memorized" are several selected words which the children are to "find in the verses after memorized."

Phonics are recognized much more than has been customary, and yet there is not the slightest surrender of pedagogical principle to the phonic idea. The book is in the best professional sense a masterpiece.

PICTURES IN LANGUAGE WORK. By E. W. Weaver. Second Edition from New Plates, with Ninety-one Pictures for Class Work. Syracuse: C. W. Bardeen. Cloth. 16mo. 110 pp. Price, 50 cents.

This is a new and profusely-illustrated edition of what has proved one of the most successful language books of the day. The pictures given for class work are of great variety, including those for simple descriptions, those for fuller descriptions, subjects for stories, historical subjects, etc. Many of them are in series, many are humorous, and all are adapted to cultivate the imagination. It is the most elaborate book of the kind yet issued.

A CHILD-WORLD. By James Whitcomb Riley. Indianapolis: The Bowen-Merrill Company. Cloth. Gilt. Illustrated. 209 pp. Price, $1.25.

This is a continuous chronicle in Mr. Riley's inimitable verse of child life, old home tales, and episodes. That it is all beautiful goes without saying; that it is an enchanting way to get wisdom is entirely clear. No other has ever woven such inspiring sentiment with the facts of human nature as a background, and all with such delightful and ingenious phrasing. The culminating lesson of the book is in this stanza:—

"Oh, Child-world: After this world—just as when
I found you first sufficed
My soulmost need—if I found you again,
With all my childish dream so realized,
I should not be surprised."

The verses are all so good, so alluring that it is useless to quote. The work opens with a description of his birthplace:—

"Set just one side the centre of a small
But very hopeful Indiana town,—
And accidentally recall
. . . the main highway,
From east to west,—historic in its day,
Known as 'The National Road'—old-timers, all
Who linger yet, will happily recall
It as the scheme and handiwork, as well
As property, of 'Uncle Sam,' and tell
Of its importance, 'long and long afore
Railroads wuz ever dreampt of!'"

With much detail is told the story of the child home in Indiana in the middle of the century. There is much in these lines that reminds one in spirit and sentiment of "Snow Bound." Then follows a description of "The Old Home Folks." Five children of various ages are artistically portrayed.

Johnty, the oldest, and the best, perhaps,
Of the five happy little Hoosier chaps.

* * *

Next after Johnty came
His little tow-head brother, Burt by name,—
And O, how white his hair was—and how thick
His face with freckles,—and his ears, how quick
And curious and intrusive.

* * *

Next, Mamie, with her hazy cloud of hair,
And the blue skies of eyes beneath it there,
Her dignified and "little lady" airs
Of never either romping up the stairs,
Or falling down them.

* * *

Then, Alex, with his freckles, and his freaks
Of temper, and the peach-bloom of his cheeks,
And "amber-colored hair."

* * *

Then, next to Alex,—and the last, indeed,
Of these five little ones of whom you read,—
Was baby Lizzie, with her velvet lisp,—
As though her elfin lips had caught some wisp
Of floss between them as they strove with speech,
Which ever seemed just in, yet out, of reach—
Though what her lips missed, her dark eyes could say
With looks that made her meaning clear as day.

But it is impossible to quote the descriptions of the father and mother and the Crawford girls, Ella and Lu, and of the relation of every child to every other, and to an innumerable array of other persons and things, conditions and combinations. All in all, it is a delightful book about the child world, in which children, big and little, are always interested.



Each Has a Work.

BY MATTIE J. HAWKINS.

[For Eight Little Girls.]

1.—Oh beautiful flowers and ripe yellow grain,
What makes you grow thickly o'er woodland and plain?

2.—Why, I am astonished that you should not know
That I am the sun, and that I make them grow.

3.—Well, if ever I heard such a curious story,
For I am the rain, and I claim all the glory.

4.—You would find what the sun and the rain were both worth
If it were not for my part; why, I am the earth.

5.—Well, well! I don't think I shall quarrel or care,
For every one knows it is due to the air.

6.—Ha! ha! I can't help it—the air indeed!
Pray, what would you do without me, the seed?

7.—Why! why! what a tumult; stop quarreling so,
Without every one of you nothing can grow.

8.—Why, of course, 'tis the union of earth, seed, and air,
With the rain, and the sun, and the Lord's tender care.

(Passing arms around each other's waists, all repeat together):—

Yes, we'll all work together,
And lovingly, too,
For each has a work
That no other can do.

School Time.

COME, put on your thinking-caps, children,
And tie them under your chin,
And blow the dust from your spelling-book,
It's time for school to begin!

It's time to be little scholars,
And go to work with a will.
It's time for dancing toes to learn
The lesson of keeping still.

Good-bye to the long, bright picnic
Among the timothy heads.
Good-bye to the birds in the branches,
And the wild flowers in their beds.

Good-bye to the brooks and meadows,
Good-bye, sweet red and white clover!
There's work for you, little folks, to do,
Good-bye, dear summer that's over.

—The Youth's Companion.

Marjorie.

"OH, dear," said Farmer Brown one day,
"I never saw such weather!
The rain will spoil my meadow hay,
And all my crops together."
His little daughter climbed his knee;
"I guess the sun will shine," said she.

"But if the sun," said Farmer Brown,
"Should bring a dry September,
With vines and stalks all wilted down,
And fields scorched to an ember!"
"Why, then 'twill rain," said Marjorie,
The little one upon his knee.

"Ah, me!" sighed Farmer Brown that fall,
"Now what's the use of living?
No plan of mine succeeds at all—"
"Why next month comes Thanksgiving,
And then of course," said Marjorie,
"We're all as happy as can be."

"Well, what should I be thankful for?"
Asked Farmer Brown. "My trouble
This summer has grown more and more,
My losses have been double!
I've nothing left—" "Why, you've got me!"
Said Marjorie upon his knee

— *Wide Awake.*

Finger Game—Horseshoeing.

FIVE horses come trotting into the shop;*
"Whoa!" says the blacksmith, and all of them stop.
Then the five horses begin their neigh, neigh!
Which means, "Good blacksmith, please shoe us to-day."

Now blows the bellows to start up the fire;**
High leap the flames—yes, higher and higher.

When the iron's heated bright red through and through,
Away pounds the blacksmith to make a good shoe.***

With his click and his clang, and a bright, merry song,
The shoes are all made before very long.
Then off trot the horses—trot, trot! down the street,****
With strong iron shoes upon their swift feet.

—Emma G. Saulsbury, in Child-Garden.

*Five fingers of right hand trot into palm of left hand.
**Clapping the hands—palms together—to represent bellows, lower part of hands near wrist remaining together.
***Pounding left fist with right one, representing anvil and hammer.
****Fingers trot away on table.

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A Spelling Lesson.

"CAN you spell kitten, my little man?"
I said to Jack, five years old;
And behind his back Jack put both hands,
And tossed his locks of gold.
"Too hard?" I asked; then his face grew grave,
And he said, "It isn't that—
But I'm too old for kitten, you know;
Now just try me on cat!"

—Isabel Smithson, in Babyland.

I'll be a little sunbeam true,
A tiny ray of light,
And try in all I say and do
To make the world more bright.

—Selected.

Finger Play of the Knights.

SEE in the courtyards the knights so gay!
Soon they will gallop away, away.
Strong are the walls on every side,
High is the gateway through which they ride.
Off they go galloping, galloping fast,—
May they come safe again, home at last!
Out of the window we'll gayly wave
A last good-by to the knights so brave.

—Alice S. Caldwell.

Let arms inclose courtyard; fingers be the galloping knights; arms represent walls around castle; hands, open gates (either upward or outward). Wave the "good-by," etc. —Kindergarten Magazine.

The Dandelion.

DAINTY little dandelion,
Smiling on the lawn,
Sleeping through the dewy night,
Waking with the dawn.

Fairy little dandelion,
In her misty shroud,
Passes from our sight away,
Like a summer cloud. —Selected.

A Little Girl's Part.

BY JUNIATA STAFFORD.

A LITTLE girl can love the flag
That floats above her land;
And she can bravely do her part,
And lend a helping hand
To do the good, the brave, the best,
To make her country grand.

A Bit of Advice.

I THOUGHT they'd all be sorry,"
And the little maiden sighed;
"When mamma said that vacation
Was almost done, I cried.
I went to tell the squirrels,—
I thought they'd surely rue it,—
But they had their nuts together,
And they chattered, 'Knew it—knew it!'

"And the lambs out in the pasture,
Where the wise old sheep, too, are,
When I told them 'twas September,
They only answered 'Baa!'

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And the crows went cawing, cawing,
In the woods across the river,
'Did you think,' they seemed to ask me,
'Twould be playtime forever?'
And the goldenrod—I love it—
Nodded as I went along,
Then a breeze came, and it sounded
Like a queer, dear, little song.
'Long ago,' so it seemed saying,
'When we saw September coming,
We put on our plumes to tell you;
Hark! was that a partridge humming?
"'Do as we do,—keep the brightness,
All the days can't be for play;
Be as bright and brave for study;
Let the gold shine in the gray.
And, come closer,—'tis a secret,—
Happy all the folk that win it,—
Work is just as sweet as pleasure,
When you put your glad heart in it.'"

Olive E. Dana.

A Grown-up Flower.

LITTLE Apple-blossom, when a baby small,
In a tiny crimson cap peeped out first of all.
Older grown, she used to wear a snowy satin gown,
Trimmed with ribbons pale and pink running up and down.
Now her busy time has come, after holiday;
All her pretty finery she has laid away;
You will find her, if you hunt, in her work-day dress,
Making you an apple for next winter time, I guess.

—Youth's Companion.

Picking the Apples.

(Recitation with gestures.)

APPLES to pick! apples to pick!
Come with a basket and come with a stick.
Rustle the trees and shake them down,
And let every boy take care of his crown.

There you go, Tommy! Up with you, Jim!
Crawl to the end of that crooked limb.
Carefully pick the fairest and best;
Now for a shake, and down come the rest!

Thump! plump! down they come raining!
Shake away! shake, till not one is remaining.
Hopping off here, and popping off there,
Apples and apples are everywhere.

Golden russets, with sunburnt cheek,
Fat, ruddy Baldwins, jolly and sleek;
Pippins, not much when they meet your eyes,
But wait till you see them in tarts and pies!

Where are the Pumpkin Sweets? oh, here!
Where are the Northern Spies? oh, there!
And there are the Nodheads, and here are the Snows,
And yonder the Porter, best apple that grows.

Beautiful Bellefleurs, yellow as gold,
Think not we're leaving you out in the cold;
And dear fat Greenings, so prime to bake,
I'll eat one of you now, for true love's sake.

Oh, bright is the autumn sun o'erhead,
And bright are the piles of gold and red!
And rosy and bright as the apples themselves
Are Jim, Tom, and Harry, as merry as elves.

—Selected.

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But try and see what you can do,
For, if you're helped by others, why,
'Tis others do the work, not you.

See happy bird in yonder tree,
How soft and warm he builds his nest,
He asks no help from you or me,
But tries to do his very best.

And if like birdie, little ones,
Your very best you try to do,
You'll find how easy will become
The tasks that seem so hard to you.

—Alice Lotherington, in Kindergarten News.

Daisy Stars.

BY KATE L. BROWN.

THE great round sun was on his way,
The east was flushing red,
And all the pretty, twinkling stars
Prepared to go to bed.

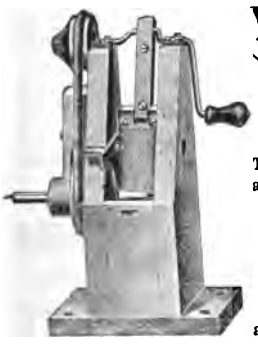
Right glad was every one to creep
Within a cloudlet's fold,
When, suddenly, below they saw
Prim daisies, white and gold.

"Dear me!" cried out one baby star,
And rubbed his shining crown.
"Oh! can it be my brothers bright
To earth have fallen down?

"But no, the count was truly given,
Each little star is here,
Yet there are stars 'way down below.
It strikes me very queer."

The Starling thought the problem o'er,
Then shook his ringlets bright,
"Of course they need the stars by day,
As well as in the night.

"How good in you to take our place,
When we must all go home;
Good-bye, you little, kind earth-stars,
Shine well until we come."



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Did you say a nice house or an ice house?

The old cold scold sold a school coal scuttle.

Some shun sunshine; do you shun sunshine?

The rain ceaseth and it ceaseth to rain.

She sells sea-shells; shall he sell sea-shells?

He spoke reasonably, philosophically, and yet particularly, of the unceremoniousness of their incommunicability, and peremptorily, authoritatively, unhesitatingly declared it to be wholly inexplicable and unpardonable.

The sea ceaseth and it sufficeth us.

Give Grigham Grimes Jim's great gilt gig-whip.

Did you say you saw the spirit sigh, or the spirit's eye, or the spirit's sigh? I said I saw the spirit's eye; not the spirit sigh, nor the spirit's sigh.—Irish Fundamentals of the English Language.

The Penguin Town.

When I was a little girl I thought that all birds could fly, but now I know that some birds, such as the ostrich and the emu, cannot fly. They can run very fast, but they cannot fly at all. Now I will tell you of another bird that not only cannot fly, but that cannot even walk, but hops or jumps from rock to rock, where it has its home. This bird is called the penguin, and it is found in the regions of the southern ocean. It can stand bolt upright on its hind feet, and thousands of them often stand shoulder to shoulder on the rocky cliffs. Seen from the deck of a ship, the penguins look more like dwarf soldiers dressed in white and black uniforms, and with yellow plumes in their hats, than like birds. They plunge from the rocks into the water, from which they get fish to eat. They live in the water the greater part of their lives. A man who studies about birds tells us about his visit to a penguin town. He followed the tracks made by the penguins until he came to a grass field. Here the birds had their nests; these were placed side by side like the houses in a city, and there were streets leading from nest to nest all over this strange town. When the visitor walked up the main street the penguins gave him the "right of way"; but as soon as he left the main road and came near their nests, they all attacked him at once, and bit him with their very sharp beaks.

The king penguin, which stands nearly half as tall as a man, builds no nest, but puts its eggs in a pocket, which God has given it, and hatches them there. The mother takes care of the young birds about a year, and teaches them every day the many, many things that she knows. At first the baby penguin is very much afraid to go into the water, so the mother coaxes it to some low rock very near the water and pushes it in. This she does very often, until it likes the water and wants to go in without being pushed.

While the penguins are shedding their coats, or moulting, they look very ragged and dirty, and they seem to be ashamed of themselves and of each other. But when they get their new feathers they get together and admire themselves and each other, and will not let any bird that is not newly dressed come among them. It is very amusing to see them looking down their front and sides, and as far back as they can bend their necks, to see their glossy feathers and smoothing them to keep them nice.

When the penguin thinks any one is trying to catch it, it turns itself into a four-footed animal, by throwing itself on its breast and getting away fast upon its feet and stumps of wings, which it uses as forefeet until it gets to the water. When it gets there, it feels safe, for it is a very fast swimmer and no one can catch it.—School and Home.

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Corporal Punishment.

BY R. H. VAUGHTER.

The following are quotations from the book of Proverbs on corporal punishment:—

"He that spareth his rod hateth his son; but he that loveth him chasteneth him betimes.

"For whom the Lord loveth he correcteth; even as a father the son in whom he delighteth.

"In the lips of him that hath understanding wisdom is found; but a rod is for the back of him that is void of understanding.

"Chasten thy son while there is hope, and let not thy soul spare for his crying.

"Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him.

"Withhold not correction from the child; for if thou beatest him with the rod he shall not die. Thou shalt beat him with the rod and shall deliver his soul from hell.

"The rod and reproof give wisdom; but a child left to himself bringeth his mother to shame.

"Correct thy son and he shall give thee rest; yea, he shall give delight unto thy soul."

Is not the small boy of to-day glad he was not Solomon's little boy?—Exchange.

A Child's Need of Sympathy.

As I was writing at my desk this afternoon, I suddenly heard the loud screaming of a child, mingled with the quick barking of a dog. Recognizing the note of fear in the child's cry, I ran to the door, and saw a very small boy standing motionless and helpless and alone, scream-

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ing in a very ecstasy of terror, and a dog running away from him.

Remembering my own infant fears, and appreciating the uncontrollable emotion of the wee laddie, I was about to cross the street and reassure him, when I saw that the little fellow was not without a protector, for a very large man was hastening to his relief. The boy was utterly unable to move, being almost paralyzed with fear, but he held out one little hand towards his father, and pointed with the other towards the retreating dog.

"Did the dog bark at you?" said the big man kindly, in a voice easily to be heard a long distance.

"Yes," moaned the boy, dropping into a more comfortable weeping.

The big man stooped down, and with his own rough hand he tenderly wiped the tears from the little face, and kissed it. Then he comforted the child with kind words, and kissed him again.

"Let him bark at you again," said the good giant, "and I'll fix him! But," he added, "you mustn't run away from me any more."

The little fellow, sobbing still, reached up his tiny hand, and the big man reached down his large hand, and took the tiny one warmly in his protecting clasp, and they went off together.

So many times I have seen the lack of sympathy with childish grief and fear, that I almost trembled when I saw this man coming towards the boy, thinking that he might laugh at him, or scold him. I so earnestly hoped he would comfort the child, that, when I saw his inclination to do so, I was positively grateful to the man, and I had to swallow a big lump in my throat and brush a mist of tears from my eyes before I could go on with my work.

The man was big and clumsy, and his hand was a hand accustomed to the use of heavy tools; but underneath his rough exterior he had a heart that was gentle and refined, and so full of a quick perception and sympathy that he could put himself in the place of that frightened child, and see only his fear and his need of help.

The child was not more than five years old, but, if he lives to be threescore-and-ten, he never will forget that moment of awful fear, and the relief and comfort that were given him in response to his cry for help. Whatever life may have in store for him, he never will suffer more in one short moment than he suffered the day when that dog barked at him, probably in playfulness, as the tripping feet of the boy ran quickly along the sidewalk.

It is true the boy was in no actual danger, but that did not make his own fear less real, nor his father's sympathy less needed. The fears of childhood are unreasoning and uncontrollable. They cannot be removed by ridicule or discipline. We can hardly realize the sensitiveness of the child, to whom everything in the world is new and strange. The instinctive fears that fill his mind can no more be controlled than the instinctive confidence that makes the child walk directly into some real danger. It is only by education that he can be taught the difference between the good and the bad, the harmless and the dangerous, and happy is that child whose parents can sympathize with him first, and reason with him afterwards.—M. Ella Russell, in Sunday School Times.

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"The more I thought about it, the more it seemed to me like shirking my duty, and I have been turning over in my mind what I'd better do about the boy's essay work. I watched him in season and out

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of season; and pretty soon I found out that he can tell stories 'till the cows come home,' and that the stories are told with a dash that is quite taking among the boys.

"This morning at recess the boys were under the window, opened for the first time this season, and by standing near the window I heard every word of it. It was funny enough, and, like all of Chad's stories, it was well told. This afternoon in the essay class I remarked that I had a story to tell for a member of the class who was too diffident to tell it himself, and repeated Chad's story. It took wonderfully. When I gave it to the class to reproduce it greatly pleased them; and to-night when the boy passed out, he put in my hand a neat copy, the first he had ever written. I am satisfied with my day's work, I can tell you."

Is it any wonder? — Colorado School Journal.

Curiosities in American History.

American political history is full of curiosities and singular incidents. For instance, three of our presidents, all of whom participated in the Revolution, died on its great anniversary, the Fourth of July, viz., John Adams, Thomas Jefferson, and James Monroe.

General Washington, when he retired from the presidency, was in the sixty-sixth year of his age. His successor, John Adams, when he left, was sixty-six years old. After him came Thomas Jefferson, James Madison, and James Monroe. Mr. Jefferson was sixty-six, Mr. Madison had just passed his sixty-sixth year, and Mr. Monroe was in his sixty-seventh when they respectively left the presidential chair. General Harrison was sixty-seven years old when he died in the presidential office.

From 1801 to 1825, the presidential office was filled by Virginians. During the same interval, with the exception of four years, the vice-presidential office was steadily held by citizens of New York. John Adams negotiated the treaty of peace that concluded the War of the Revolution with England. His son, John Quincy Adams, was a leading envoy, and negotiated the treaty which ended the second war with England in 1814. His son, Charles Francis Adams, at the third great crisis of our history, was the minister to England during the recent war, from 1861 to 1865, the period which covers the "Alabama" claims, out of which another war was altogether possible with the old mother country.

In 1800, John Adams was on a leading presidential ticket. Twenty-four years after, his son, John Quincy, was also a presidential candidate. Twenty-four years from that time, Charles Francis Adams, John Quincy's son, was an important candidate for vice-president, with a contingent presidential succession.

Of the first six presidents, four of them were taken from the office of secretary of state; and the other two, being the first elected, could not naturally perform its duties. From this fact arose the precedence that makes the secretary of state the first officer in the cabinet, instead of the secretary of the treasury, which is the case in Great Britain.

The highest civil officer in the country at the time of the Declaration of Independence was John Hancock, of Massachusetts—the president of the continental congress. The highest military officer was George Washington, of Virginia. The first battle of the Revolution was fought in Massachusetts, and the last in Virginia. The first president of the United States was from Virginia, and the second from Massachusetts. The first English settlement that was made in the country was in Virginia, and the second in Massachusetts. Of the fifty-six signers of the Declaration of Independence, three long survived upon the earth after all the others had died, and two of these had been upon the sub-committee of five which drafted the immortal instrument. The very last survivor, Charles Carroll, of Carrollton, Maryland, threw the first shovelful of earth from the Baltimore & Ohio railroad, the first railroad enterprise in the country. The last man of the past inaugurated the coming future.

No less than five of the greatest of American statesmen were born in the same year, 1782: Daniel Webster, John C. Calhoun, Thomas H. Benton, Martin Van Buren, and Lewis Cass. From 1800 to 1863, a period spanning from the second president to the seventeenth, only two persons filled the office of chief justice of the supreme court of the United

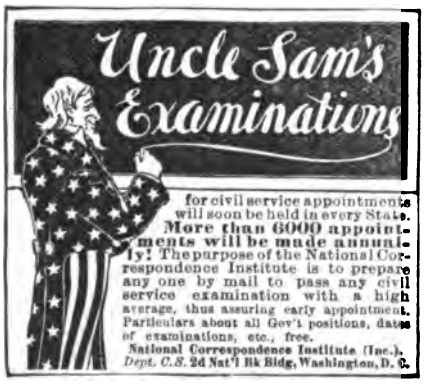


A man cannot run away from Death. If he would conquer it he must stand and fight with the weapons of common sense and science. Thousands of men and women try to escape Death's most active agent, consumption, by running away. They flee from one climate to another, and from one end of the world to the other, forgetting their demon is within them and not to be escaped from by a change of locality. Consumption has been pronounced incurable. It is not. It is curable and without change of climate if the proper remedy is resorted to, in reasonable time.

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The capital of the United States was located at Washington in pursuance of a corrupt bargain by which two or three members of congress, who lived adjacent to it, and whose districts would be greatly benefited by it, voted for the funding of the national debt for that consideration.

Four presidents died in office: Harrison, Taylor, Lincoln, and Garfield.

Three presidents were elected by the people vice-presidents before they became presidents: John Adams, Thomas Jefferson, and Martin Van Buren.

Three vice-presidents died in office: George Clinton, Elbridge Gerry, and William R. King.

Three men were elected president who had been ministers to England under the Federal government: J. Q. Adams, Martin Van Buren, and James Buchanan.

Four vice-presidents became presidents by the death of their chiefs: John Tyler, Millard Fillmore, Andrew Johnson, and C. A. Arthur; and each of these pursued a policy adverse to that of the party by which they were elected.

Two of the vice-presidents of the United States—and they the youngest men who ever held the office—have been indicted for treason—Aaron Burr and John C. Breckinridge—and in each instance the government broke down and dismissed the case without putting it before a jury.

One vice-president, John C. Calhoun, resigned his seat as president of the senate, to take a place on the floor, where he could have the privileges of debate, and there elucidate his state rights views under the constitution. — School and Home.

The Mead & Prentiss Company, Chicago, is the original house to sell reliable bicycles at low prices direct to the rider. They have built up a large business by their honorable dealings, and have won the entire confidence of their customers. As is usually the case, they have many imitators who seek to share in the reflected light of the house which won its prestige by conceiving this popular idea and then carrying it out. The Mead & Prentiss Company, Chicago, simply ask the public to believe that the house which leads and controls the best sources of supply is the best house to do business with.

New England Conservatory of Music.

A guest who spends a day, or even part of a day, at the New England Conservatory of Music cannot fail to be impressed with the admirable facilities for musical study that are offered by this institution. Located in America's most musical city, with a fine building facing a beautiful park, and a cheerful, commodious home for lady students, its situation and environment leave nothing to be desired, while the busy happiness and enthusiasm of its student life prove that the privileges offered are fully appreciated.

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The election of George W. Chadwick, the foremost musician of this country, as director, together with the addition of noted names to the faculty, ensures a most successful future to the institution, and parents who are looking for a progressive school, thoroughly American in its spirit and conduct, in which to place their daughters and sons cannot do better than to investigate the merits of the New England Conservatory.

Geography Learned without Tears.

I wonder how many of our readers have ever made any use of the United States maps issued by the various railroad companies? Some of them have the states very clearly defined, and I have tacked such a one to the kitchen wall very near the work-table. While busy there my little boys have their lessons in United States geography. The bright colors first attracted them, then I said a few words explaining what it was, pointing out the location of their homes, the river in which they watched the fish last summer, the bay on which they went boating, and the map had a special interest for them. Then we would hunt out the state and city where some friend lived, and finally the elder (aged seven) would spell out the places for himself. Only a few questions were answered at a time, and the next day we had a review. Almost unconsciously he has learned

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every state in the Union, nearly all the capitals, the lakes, rivers, mountains, capes, and bays. Twenty-five cents procured a globe, and we are now going "all around the world," as the children say. Nearly every article used in the kitchen has been utilized to make our "little talks" attractive to them. The tea, coffee, spices, fruits, etc., etc., are first talked about, then their native land hunted out, and I think such a lesson has never been forgotten. The baby of four years is as much interested as his elder brother, and I think I have laid a foundation of real love for geography.—A. E. S. Harrison, Michigan, in Housekeeper's Weekly.

The Indianapolis Journal prints this interesting story concerning ex-President Harrison's forthcoming book: General Harrison has just completed the revision of his articles which have appeared in the Ladies' Home Journal, making extended notes and additions to them. There is a little story in connection with both articles and publication. When the arrangement for the articles was made with General Harrison by Edward W. Bok, editor of the Ladies' Home Journal, the general was paid for them, with the understanding that when they were put into book form the magazine was to share the royalties accruing therefrom. Mr. Bok, however, of his own accord, generously released General Harrison from paying him any royalty, for the reason, as he states, that by the publication of the articles by General Harrison the subscription list of his magazine was enlarged many thousands. The profits to the Ladies' Home Journal were more than the publishers anticipated, and, in view of this, Mr. Bok asks nothing further. General Harrison placed the disposition of his book in Mr. Bok's hands. The best offer came to the editor from the Scribners, and to them Mr. Bok gave the book for his distinguished contributor. General Harrison's revision of the book has just been completed, and the volume will appear in the autumn.

It is an excellent practice to have the pupil face the audience of his school and utter his own thought. It may be necessary at first to have him utter the thought of some one else, but it is far better that he should say his own thought. A school was lately visited where eleven pupils were called on, none knowing positively that he was to be summoned to the stage, to say some-

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thing he thought. One chose the rain, another the war, another food, another the dog, etc. The statements made were usually in three sentences, and all contained about fifty words. Some girls were asked to volunteer remarks; they gave quotations and some remarks.

The Cocoanut Tree.

There are in Ceylon fifteen kinds of palm trees. The cocoa palm grows usually near the coast. I don't know what the natives would do without their cocoa tree. It has, they will tell you with great enthusiasm and earnestness, a *hundred uses.*

For example, they will tell you there is nothing like its tall, straight trunk for building and rigging small vessels, such as are used about the wharves. It produces water, a kind of wine, an oil, sugar, milk, even vinegar.

Sage is made from certain parts of the trunk, and the young buds make a delightful food when boiled. The old leaves the natives make useful in building huts and fences, and from the young leaves, so yellow and dainty, they make many pretty ornaments for decoration. The shells of the nuts make cups, spoons, ladles.

From the fibres of the leaves, soft, nice brushes and brooms are made, and from the fibres of the husks are made ropes, carpets, twine, even mattresses. Then there are many medicinal uses to which the different parts are put—so you see the native is not far from right when he insists that his much-loved tree has a hundred uses.

These trees begin to bear when they are about twelve years old. Then for seventy or eighty years they bear forty or fifty nuts a year. Now if there are, as travelers tell us, twenty millions of cocoa palms in Ceylon, you can perhaps estimate how many cocoanuts there are borne upon these trees in a year. Is it any wonder, then, that, according to our geographies, Ceylon exports two millions of quarts of cocoanut oil every year?

From the young buds there is a juice extracted which in this island is called toddy. It makes an excellent vinegar, or, boiled down, is sometimes made into a cheap sugar or molasses.

Looking up into these trees, you would see odd-looking, bag-like little nests hanging among the branches. These nests belong to a kind of bird that, being fond of this "toddy-juice," delights to build its home right there among the branches, convenient to the buds upon which it so delights to feed.

These are very social birds, fond of closely-built homes—dense neighborhoods. For this reason they build their nests, sometimes a hundred together in one tree. You may be sure the grove owners are not overpleased with these cocoa tree tenants; and every year thousands of them are killed, that the tender buds of the cocoa tree may be rescued from these feathered toddy-juice thieves. —Pratt's "India."

The Teacher's Desk.

Has it ever occurred to you what a fascinating thing the teacher's desk is to young pupils? I never realized it quite so much as one day when a little five-year-old hovered about mine like a humming bird over a garden plot, putting her wee finger on first one object and then another, and poking her small nose curiously into the corners, at the same time whispering to herself, "That's ink, that's a calendar, that's a pitch-pipe," etc., etc. I have noticed since that when the little ones come up to read from the blackboard that there is considerable rivalry among them, as to who shall have the end of the line nearest the desk; and if allowed to dust it, a child is supremely happy and important.

Now it seems as if this interest in the teacher's desk might be made to have a real educational influence. So few of the children have a large desk at home that it is a novelty to many of them, and therefore the care of keeping it tidy, a great privilege. Since they do look upon it thus, can we not use their interest in it as a means to cultivate a habit of neatness and a love of the beautiful?

Sometimes the top of a teacher's desk



The Summer Vacation

is now over. Teachers are again "in the harness," and doubtless the *present* best, and those who will become the *future* best, are contemplating some plan of thorough and systematic study for the profitable employment of their spare moments (Saturdays and evenings) during the school year.

THERE ARE TEACHERS who can successfully plan and carry out a course of study unaided, but there are thousands of others who can not. How many there are who map out an extensive line of reading and study, extending over the entire year perhaps, yet make a dismal failure of it simply because they have no one to lead them on, no one to assist them over the difficult places.

OUR MISSION is to help just such teachers as these—those who are ambitious and wish to advance, and yet need assistance in their studies.

Our institution was the original one of its kind. It has given instruction to thousands upon thousands of ambitious young teachers, **by mail,** and from the letters received from them we feel justified in saying that every one of this number, who has carried on the work as directed, has been greatly benefitted, and very large numbers of them are occupying better positions, earning better salaries, and giving more satisfactory results than would have been possible without this help.

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Each Has a Work.

BY MATTIE J. HAWKINS.

[For Eight Little Girls.]

1.—Oh beautiful flowers and ripe yellow grain,
What makes you grow thickly o'er woodland and plain?

2.—Why, I am astonished that you should not know
That I am the sun, and that I make them grow.

3.—Well, if ever I heard such a curious story,
For I am the rain, and I claim all the glory.

4.—You would find what the sun and the rain were both worth
If it were not for my part; why, I am the earth.

5.—Well, well! I don't think I shall quarrel or care,
For every one knows it is due to the air.

6.—Ha! ha! I can't help it—the air indeed!
Pray, what would you do without me, the seed?

7.—Why! why! what a tumult; stop quarreling so,
Without every one of you nothing can grow.

8.—Why, of course, 'tis the union of earth, seed, and air,
With the rain, and the sun, and the Lord's tender care.

(Passing arms around each other's waists, all repeat together):—

Yes, we'll all work together,
And lovingly, too,
For each has a work
That no other can do.

School Time.

COME, put on your thinking-caps, children,
And tie them under your chin,
And blow the dust from your spelling-book,
It's time for school to begin!

It's time to be little scholars,
And go to work with a will.
It's time for dancing toes to learn
The lesson of keeping still.

Good-bye to the long, bright picnic
Among the timothy heads.
Good-bye to the birds in the branches,
And the wild flowers in their beds.

Good-bye to the brooks and meadows,
Good-bye, sweet red and white clover!
There's work for you, little folks, to do,
Good-bye, dear summer that's over.

—The Youth's Companion.

Marjorie.

"OH, dear," said Farmer Brown one day,
"I never saw such weather!
The rain will spoil my meadow hay,
And all my crops together."
His little daughter climbed his knee;
"I guess the sun will shine," said she.

"But if the sun," said Farmer Brown,
"Should bring a dry September,
With vines and stalks all wilted down,
And fields scorched to an ember!"
"Why, then 'twill rain," said Marjorie,
The little one upon his knee.

"Ah, me!" sighed Farmer Brown that fall,
"Now what's the use of living?
No plan of mine succeeds at all—"
"Why next month comes Thanksgiving,
And then of course," said Marjorie,
"We're all as happy as can be."

"Well, what should I be thankful for?"
Asked Farmer Brown. "My trouble
This summer has grown more and more,
My losses have been double!
I've nothing left—" "Why, you've got me!"
Said Marjorie upon his knee

— *Wide Awake.*

Finger Game—Horseshoeing.

FIVE horses come trotting into the shop;*
"Whoa!" says the blacksmith, and all of them stop.
Then the five horses begin their neigh, neigh!
Which means, "Good blacksmith, please shoe us to-day."

Now blows the bellows to start up the fire;**
High leap the flames—yes, higher and higher.

When the iron's heated bright red through and through,
Away pounds the blacksmith to make a good shoe.***

With his click and his clang, and a bright, merry song,
The shoes are all made before very long.
Then off trot the horses—trot, trot! down the street,****
With strong iron shoes upon their swift feet.

—Emma G. Saulsbury, in Child-Garden.

*Five fingers of right hand trot into palm of left hand.
**Clapping the hands—palms together—to represent bellows, lower part of hands near wrist remaining together.
***Pounding left fist with right one, representing anvil and hammer.
****Fingers trot away on table.

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For I am the rain, and I claim all the glory.

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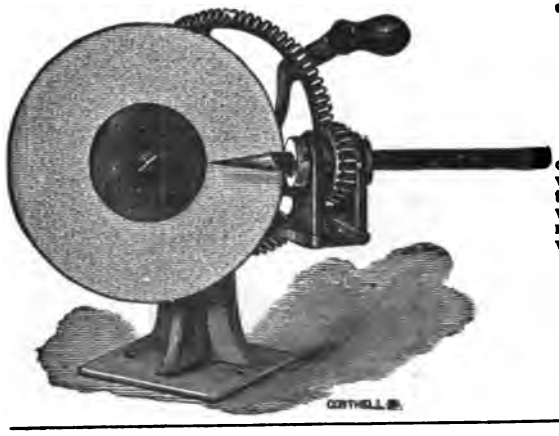
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 2. OCTOBER, 1897. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

LAY aside something every "pay-day" for vacation. You will need a first-class good time in July and August, and it is easier to save a little each pay-day than to do it all in June.

The "Report of the Committee of Twelve" of the N. E. A., Henry Sabin of Iowa, chairman, is the most satisfactory treatment of the "Rural School Problem" ever made, or to be made in this generation. It can be had for 25 cents, postpaid, by sending to Henry Sabin, Des Moines, Ia.

There were, as a whole, many more teachers at the summer schools than ever before. All in attendance were helped.

Fewer teachers went to Europe than in any other year since the World's Fair, it is said.

Music should be "taught" in every school. A little singing is not music teaching. Singing is good, is very good indeed, and it must be in every school, but beyond that there should be some teaching of the elements of music.

Every child should learn to read music from the staff. It is not a difficult task. It is easier by far than learning to read print or to know numbers. There are a few simple aids to reading music which, if applied early, will make it easy for a child to read music in any key.

There is every reason why he should read in a different key every day or two. If he understands that the right-hand sharp is always on the line or space that represents "seven" or "se," and that the right-hand flat is always on the line or space that represents "four" or "fa," he will have no difficulty in reading music.

There is no reason why children should learn to read music from the treble clef more than from the bass. The same principle holds in reading from the one as from the other.

It is not only possible for children to learn to read music readily in whatever key it is written, but it is a fascination for them to see how quickly they can read.

There are a few helpful devices in reading to which I am personally indebted to Mr. Glover, who has been the music teacher of Akron, O., for twenty-five years. Among them are these: In sharps, the right-hand sharp marks seven or se, i. e., three s's, "sharp-seven-se." In flats the right-hand flat marks four or fa, i. e., four f's, "flat-four-fa."

If "one" is on a "line," then 3, 5, 7, are on lines, and the even numbers are on spaces. In this way anyone comes quickly to see "a scale" at a glance, and read music with ease.

Apply these principles in reading the following:—



Primary work does not need extra inducements of attractiveness. The little people are easily satisfied with slight novelties, but the grades 4 and 5 boys and girls chafe under the restrictions of confinement, and they need some attraction. It is not fair or wise to leave all the drill and drudgery to the years when some charm is needed to keep up their interest.

Arithmetic is the subject most liable to abuse the mental inequalities of children. In reading no one expects all to read with equal facility and effect; in geography the maps are not expected to be of the same degree of excellence, but in arithmetic they are all expected to get the correct result, or, failing, to be marked 0 on each failure. It is all wrong.

There is no subject where there is equal danger of overdoing the introduction of a new idea. Arithmetic may safely be called the "temptation-to-waste-time subject." Reform in method usually means a fad-like devotion to the new plan.

Accuracy and reasonable rapidity are the ends aimed at in arithmetic. It is not for the "grades" to seek explanations of processes, but approximate perfection in the performance of the work.

It is not that the dull child does not do what he needs to do by the time allotment, but that the bright child gets in a lot of extra work in the given time, which intensifies his facility in work.

All this is specially applicable to the new "nature work" and "literature work."

A Philological Round-Up.

[Mr. Winship prepares this for those busy teachers, principals, and superintendents who need such information and are content to take it incidentally. It is in no sense prepared for specialists, who have more time for such researches than he, but for those who have as great taste but fewer resources. He who enjoys the "Round Up" for what it is is welcome; but to him who desires what this is not, Mr. Winship is not "at home."]

GEOGRAPHICAL NAMES.

ALBANY, hilly country, comes in the same general way as "Alps," "heights," and "elves," white beings, like snowy heights.

The Pyrenees are "high."

The Urals are a "belt" or "girdle."

Pisgah is a "height."

Zion is "upraised."

Hermon is "lofty."

Gebeah is merely a "hill."

Margarita, the island of "pearls," which was given Columbus by the natives.

The Barbadoes have a "long-bearded moss" hanging from the branches of the trees.

The Patagonians wore "clumsy shoes."

Venezuela is "little Venice."

Lyndhurst raised "limes."

Allerton is a place of "alders."

Appleton bespeaks the "apple."

Bromfield was a "broom field."

Rodney was a place for "reeds"—rods.

Shrewsbury was a "shrub" place.

Brussels was a "brushwood" a "swamp."

Newton is, of course, the "new town."

Newport, Newark, Newbury, Newcastle, Newburg, are the "new port," etc.

Neapolis was once the "new city."

Naples was once upon a time "new."

Newfoundland was the "new-found-land."

Glenmere was the "great glen."

The Mississippi was the "grand river" as much as the Rio Grande.

Guadalquiver was the "great river."

Winnipeg was the "great sea."

Winnipiseogee was the "little sea."

Littleton was the "little town."

Bradford was "broad."

Stratford was a "street."

Norfolk, Suffolk, Wessex, Essex, Sussex, Northampton, Northumberland, Sutherland, Norton, Sutton, Sudbury, Easton, Weston, were all north, south, east or west as the name implies.

Rio de la Plata is a "river of silver."

The Andes are mountains of "copper."

Fairfield is, presumably, "sheep field" from the Norse.

Derby and Derham were places of "deer."

Foxboro' was a place of "foxes."

Beverly was a "beaver" locality.

Uraguay is named from the "Ura," a bird upon the river bank.

Chicago was the city of the "skunk."

The Azores were "hawk" islands.

The Canaries abounded in wild "canaries."

Panama was a place of "mud fish."

Tortuga means "turtles."

Zuyder Zee is the "southern sea."

Austria is the eastern empire.

Venezuela has been evolved from Venice, the name which Amerigo Vespucci applied to the land in 1499.

"Shire" is section of country "shorn" from the rest for purposes of government.

"Sheriff" is a "shire-reeve."

"Northumberland" is land north of the Humber.

"Cumberland" is the land of the Cymry, or Britons.

"Essex" is the land of the East Saxons.

"Sussex" is the land of the South Saxons.

"Kent" is "Gwent," an open clearing.

"Wales" is from "wealas," or strangers.

England is "Engles-land."

Amazons or Amazon means boat-destroyer, because when the tide comes in at the mouth of the river—for a few days before the new moon and the full, i. e., when it is highest—it does not wait for a few hours to rise, but rises in a few minutes, endangering all small craft in its way. It often rolls in like a great wave twelve or fifteen feet high.

Australia is the "south land," so named centuries before any one ever knew there was such an island continent. Seventeen hundred years ago men thought the Indian ocean merely another Mediterranean sea, and the land they thought there must be to the south of it they called "Australia," or the south land.

THE TEACHER'S MONEY.

BY LUCY AGNES HAYES.

A TEACHER whom I know is named Esther Crowninshield. She is a geography specialist in a Boston school, and earns $1,200 a year. Every one liked her. She is tall and fair, rosy-cheeked, blue-eyed, with "style" as well as beauty. She is warm-hearted, impulsive, but she never has a cent when vacation comes. Her salary has all been spent on expensive trifles—not one cent given to a worthy cause nor to a poor person, yet she is called "generous" and "good-hearted."

Her sister is a little brown bird of a girl who teaches a country school for the salary of four hundred dollars a year. She pays her board out of this, which leaves her just two hundred and eighteen dollars at the end of the year, for her board only costs her three dollars and a half per week. Of this two hundred, she saves one hundred and fifty dollars for a rainy day. She makes her own dresses, trims her bonnets, and buys only boots and gloves and papers and books. She worships Esther. No one looks at her when Esther is near. Esther can tell such a funny story, sing such a lovely song, entertain so well. Why should one cultivate the society of the brown bird when the oriole is near?

But, do you know, Esther's clear laugh and merry voice are hateful to me sometimes. Her sympathetic words to one in trouble make me feel like crying out—"What is all your kind heart worth now? You haven't a cent to give to this poor creature." After all, is it kind-hearted to say kind, loving words to a dinnerless fellow being when your own greedy luncheon at that bon-ton hotel has not left you a cent to give to the poor?

I think it is the noblest thing in the world to be a true teacher. I think it is the next noblest thing in the world to be a working girl who is womanly enough to look her circumstances fairly in the face, and say: "I will live within my means, neither borrow nor lend, but have always a dollar to give to the poor. I will not care who call me stingy nor mean, but I must keep respect for myself, and I cannot do that if I owe money to any one." Most teachers are working girls—girls who must depend upon their own exertions for a present living and a future support. Some states do not allow pensions to old or invalid teachers. The salary paid to teachers is small. A good cook can save more money than an ordinary teacher. Indeed, I think a housework girl of average ability, who can begin her duties at sixteen years of age and earn three dollars per week, can save more money than a teacher who earns four hundred dollars per year. She has five years the start of the teacher, remember. Her work is not so wearing on the health of body and mind, so she can hope to be able to work longer than the teacher. But I have a better opinion of you, little woman, than to think that you are teaching "for the money there is in it." I know that you care more for giving that boy over there an impulse to make a man of himself than you do for a million dollars. I know that you want that girl in the corner to make up her mind to be a noble woman like yourself. Well, just because you are so in love with your work, you neglect to keep a business record of your expenditures and income. You think other things are of more importance than haggling over a dollar. Yet, let me tell you, when sickness or old age come to make their home with you, you will find very few willing to give you a dollar—and you will also find that it is very bitter to take a dollar, be it given ever so generously. Then, be wise now, while you are young and able to work. Buy nothing that is not useful and needful—not to your comfort, but to your existence. Learn to make your own gowns and trim your own bonnets, thus keeping yourself fresh and trim at little cost. Over and over again, I would say, keep an expense account of every cent you spend. It will show you at a glance where you have frittered away money and be a silent but expressive reminder to you to be wiser in the future.

The Jews of old were admonished to give one-tenth of their money to religious purposes. No one knows until she has tried this how happy that one-tenth can make her. Now, I do not mean to give the tithe to your church, exactly, but to be on the lookout for a worthy poor family—a little child to feed and clothe—a poor old lady in need of a blanket. It will enrich your life and keep your heart tender and true and make your face more beautiful to live up to that old Jewish rule, even if you have to deny yourself a few pleasures in order to do it. Above all, though, in your charity try to enter into the lives of the ones you help.

SCHOOL MANAGEMENT.

WORK is the best preventive of trouble in the school, as everywhere else. If the teacher keeps the child agreeably occupied, matters will ordinarily go well. Of course any child, with enough of vitality to entitle it to be counted, will be mischievous. But a word from the judicious teacher sets such matters right. Occasionally a child will be vicious. But a teacher who has the sense to discriminate and the ability to be just will ordinarily be successful with such cases. If she cannot succeed alone, she will be reasonably certain to do so upon conferring with the parents. An acquaintance with the parents is a great help. The teacher comes to know and to make allowance for home circumstances; the parents come to have confidence in her, and believe in her desire to help their child. This knowledge on each side is of wonderful potency. But here and there a child is persistently vicious; occasionally a teacher lacks tact and acts inconsiderately; some parents are indifferent or ignorant, some are dissolute or depraved. If any matter seems likely to prove serious, the class teacher may well advise with her principal. This secures deliberate consideration on the ground, and before there has been a great commotion about it, by a teacher of experience and sound judgment. In nearly all cases this process will dispose of the matter much better

than it could be done in the first instance at the central office.

In a word, pupils are not to be limited and directed until even child nature rebels against it, because it is intolerable; they are not to be continually watched, they are to be trusted; they are not to be controlled by force, so much as led by reason. Upon no other basis can the best that is in them be drawn out, in no other way can manly and womanly qualities be developed and nourished. The relations between teacher and pupil must be mutually unrestrained, kindly, friendly, and helpful, or the school must necessarily come far short of doing the work which is expected of it and which it is bound to perform.—Cleveland School Report.

A November Programme.

BY ELEANOR ELIZABETH SUTPHEN.

"RIPE fruits, rich sheaves, and golden corn,
And fragrant hay from meadows shorn
Are pressing into Plenty's horn
Until it runneth over.

"But changeful winds, and leaden sky,
And frightened leaves that round us fly,
Are portents of a stranger nigh,
They name him grave November.

"His sober mien and garments gray
Cast no grim shadows o'er our way;
With gladsome hearts we hail the day
He bids us to remember.

"And while the months encircled stand,
Bright Autumn clasping Winter's hand,
Let every heart in very land
O'erflow with glad Thanksgiving."

Our preparation for November began several weeks ago with the study of grain, fruit, vegetables, and the various provisions made by Mother Nature for her dependent children.

The sunshine, the rain, the wind, the clouds, all had a part in securing the bountiful harvest, now stored away for winter's use, and to the giver of all these good things we turn with feelings of gratitude and thanksgiving. In the kindergarten the selection of game, song, and story is such as the central thought of the month—Thanksgiving—suggests.

The shorter days, gray clouds, sharp frosts, and chill winds show the necessity for winter preparation, both by man and the lower animals. In order that the child may have clear, definite impressions, it is better to emphasize type forms. In studying winter clothing, the sheep—wool—may be taken as the subject for special study. Of the hibernating animals, the bear is perhaps the best example.

At this time, too, the seeds of patriotism may be sown. Talk about conditions which led to the first Thanksgiving, and give in story to the children "The Landing of the Pilgrims," "Little Ruth Endicott and Her Gold Beads," "Peregrine White," and "The Visits of Samoset and Squanto." Let them live it over at the sand table, on the blackboard, and in the circle. And when Thanksgiving day—that crowning glory of the month—is at hand, may we find our children happy, contented, and grateful, not only for material blessings, but ready with voluntary thanks for a civilization made possible by the trials and hardships of a people firm in the support of truth.

SCIENCE LESSONS.

I. Preparation of man for winter.
1. Wool—sheep—winter clothing.
2. Wood—fuel—building.
3. Storing of grain and vegetables.

II. Preparation of birds, insects, and other animals for winter.
1. Hibernating animals—bear.
2. Animals which provide for winter.
3. Provision made for animals by man.

III. The advent of Jack Frost and the changing conditions of temperature and moisture incident to the season.
1. Shorter days.
2. Gray clouds.
3. Sharp frosts.
4. Chill winds.

STORIES.

"The Sleepers; A Tale of Winter, Told by Bruin, the Bear."—The Lilliputian, March, 1896.

"The Adventures of Molly Cottontail."—Primary Education, November, 1896.

"The Squirrels' Harvest."—Kindergarten News, volume 5, page 333.

"The Story Mother Nature Told."—Primary Education, 1895.

"Jack Frost and His Work."—Child's World, Emilie Poulsson.

"Frost Fairies and Water Drops."—Kindergarten News, volume 3, page 239.

"The Story of the Pilgrims."—Kindergarten Magazine, November, 1892, page 228.

"How Little Ruth Endicott Won the Gold Beads."—Primary Education, 1895.

"Peregrine White," by himself.—The Primary School Supplement.

"A Boston Thanksgiving Story."—Child's World, Poulsson.

"An Old-Fashioned Thanksgiving."—Louisa M. Alcott. St. Nicholas, volume 7, page 8.

"How Patty Gave Thanks."—Child's World, Poulsson.

"Grandma's Thanksgiving Story."—Kindergarten News, volume 4, page 205.

"Mother Nature's Thanksgiving."—Kindergarten Magazine, volume 5, page 203.

"Chusey, the Thanksgiving Turkey."—Susan Coolidge.

SONGS.

"God is good; he cares for me"; "Father, we thank thee"; "Can a little child like me."—No. 8, Songs and Games.

"God made the sun"; "Somebody's been at the window"; "Thanksgiving Song."—No. 46, Songs and Games.

"Thanksgiving Song."—Kindergarten Magazine, November, 1896.

GAMES.

The carpenter. The grocer. The baker. The Pilgrims. Thanksgiving dinner.

GIFTS.

First, Second, and Building Gifts.

The first gift may represent fruit, flowers, and vegetables.

The second gift (cylinders), little boys who go to the field to gather pumpkins (spheres) for Thanksgiving pies in their little wagons (cubes).

The second gift may represent wool sequence: The cube, fleece of wool; the cylinder, machinery for making ball of yarn (sphere).

Sequence with building gifts: A visit to grandfather's for Thanksgiving dinner; child's house; fence in front of house; engine that drew the cars; grandfather's house, with tall chimneys; clock in the hall; well; fireplace; church where all go on Thanksgiving Day.

OCCUPATIONS.

Building in sand table.
The landing of the Pilgrims.
Weaving table cover for Thanksgiving dinner.

Model clay fruit, vegetables, baskets.

Folding napkins, salt cellars, chickens, ducks, ship (the Mayflower).

Sewing and drawing—Carpenters' tools, fruit, vegetables, turkey, and wishbone.

RESULTS.

Increased interest, a closer sympathy with nature, the relation of man and animal life, man to man and man to God; to cultivate a cheerful, contented spirit, instill a feeling of patriotism, and foster that voluntary feeling of gratitude which calls forth true thanksgiving.

STORIES OF THE SEED.

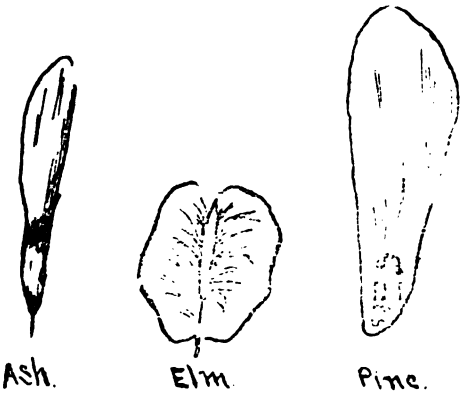
BY HELEN DEANE.

HOW fast we go and what a jolly party we are! Seeds with long wings, short wings, sharp points, dull points, and parachutes.

We have happy times traveling about in the fall. See how nicely we are protected! Our



parents knew there would be many dangers threatening us. Insects often prowl about hoping to eat us, but our parents placed a little fence of hairs in their



way, so we are safe. Ants do not like hairs; they cannot crawl over them.

Then, sometimes the winds and storms are dangerous, but we are warm and dry in our little waterproof coats.

Our parents have worked very hard to provide food and drink for us. We could do nothing to help ourselves this last summer. Pollen was brought, a little cell formed, and then the embryo appeared.

The embryo is the most important part of all seeds. Inside is a tiny little plant with root and stem. You



would hardly believe this, for it is wrapped up so snugly and tightly.

It is quite necessary that we travel every fall. We grow stronger, better, and live longer for our journeys and new scenes. We make new homes for ourselves far away from our parents. They knew we would travel, so they gave wings to some of us. Here is the maple, ash, elm, and pine. See how light their wings are!

Look at the dandelions! They always seem in a



hurry, so they are provided with tiny parachutes. These help them to fly very fast. When the winds blow they usually start off in companies. These dandelion tourists do not like the rain.

Some of us are obliged to depend upon others to

travel. These seeds have no wings, but are provided with sharp little hooks or claws. Look at the burdocks and beggar-ticks! How many rides they steal during these fall days!

We are all great travelers. Some of us have been all over the world.

Many of us came from Europe long ago. How do you think we crossed the ocean?

QUESTIONS.

What is the great object of every plant's life?

What dangers threaten the seeds?

How are the seeds protected from insects?

How are they sheltered in wind and storms?

How are the seeds nourished through the autumn days?

What is the most important part of the seeds?

What is inside of every seed?

Is it well for the seeds to spring up in the place where they ripen? Why not?

How are they able to take long journeys?

What seeds are provided with wings?

What seeds have little parachutes of tufts of down?

What seeds have hooks and claws?

How are seeds distributed?

GEOGRAPHY BY GRADES.—(II.)*

BY MARY R. DAVIS,

Principal Training School, Haverhill, Mass.

I. LESSONS ON PLACE.

TEACH, in connection with the kindergarten, paper folding, etc. Pretty little exercises should be planned by the teacher to keep up interest. Can take the language period or a general exercise.

1. Position undefined.—(a) Objects placed by teacher; children discover position and imitate. (b) Children place objects previously seen or associated together.

2 Relative.—Position, distance, direction.

3. Illustrate the use of prepositions of place; as in, on, upon, above, before, among, under, between, over, below, etc.

Illustrate the terms right, left, middle, centre, right-hand corner of desk, of paper; left-hand corner of desk, of paper; upper (lower) left (right) corner of desk, front, back, middle of back, and front of desk or square of paper.

METHOD.

First—Teacher places object; pupils imitate.

Second—Teacher places object; pupils describe.

Third—Objects removed; pupils describe.

Fourth—Teacher dictates; pupils place objects.

Fifth—One pupil dictates; pupils place objects.

(c) Representation of relative position of objects on top of desk. (Drawing or representation to be on slate or paper.)

Result—Nothing exact or accurate, must have something more definite.

NECESSITY FOR STANDARD DISTANCE SHOWN.

1. By terms of relative distance—near to, nearer to, far from, farther from, beyond, how far, how near, a long way off, etc. (Have exercises in which little children discover the necessity for accurate measurement, in order to describe truly and accurately.

2. Measurement—inch, foot, yard. Teach, drill. (See Number Grade I.)

3. Representation to scale—Of slate, sheet of paper, number table, desk, teacher's platform and desk.

(In first and second grades, review and require drawings of schoolroom floor representing desks, tables, etc., of schoolyard, with schoolhouse and streets adjacent to school grounds. In third grade, streets of vicinity.)

4. To show necessity for scale.

Ask pupils to represent or draw a sheet of paper, or slate the same size as the paper or slate upon which the drawing is to be placed. Ask them to draw number table on paper.

Lead them to see that they can draw it smaller by keeping the same proportions. Draw it one-half the real size, then one inch to a foot; one-fourth inch to a foot.

(Exercises in number should train children to know the inch, half-inch, and quarter-inch marks on a foot rule, and to know these lengths when standing alone, as:—)

Require them from the first to state the scale in the left-hand corner above the margin.

For variation and drill, place flat objects, as a book, tablet, or slate, on desk for children to represent in connection with desk.

The next step—Represent platform with teacher's desk upon it to a scale. Then represent schoolroom without desks or any details, with platform to a scale.

NECESSITY FOR STANDARD DIRECTION SHOWN.

First—By terms: at the right, the left, the back, the front, etc.

Second—Use of relative direction.

Tell pupil to walk to the right; turn and walk to the right, and so on. He may continue to the right and reach the opposite point in the room; he may then turn to right or left and reach the same point from which he started. (The terms mean nothing absolute.)

Tell different children to describe the way they go home; go to church, etc. (Nothing definite,—need absolute, true terms.)

Third—From relative terms pass to absolute.

POINTS OF COMPASS.

East—Facing sunrise ("Where sun gets up in morning").

West—Facing sunset ("Where sun goes to bed").

Require pupils to walk toward the east; toward the west; to tell the direction, to locate different objects in room, different pupils in room, different rooms in building, different buildings which are east or west from schoolhouse.

Find the east part of the room, of platform, of desk, of teacher's desk, place E to represent east; W to represent west on drawings.

Teach objectively the direction of shadows by holding objects vertically in sunlight or between candle and screen.

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PREPARING FOR WINTER.

Note shadows fall in opposite direction from the light. Note the direction they fall in the morning; at night.

North—at noon all shadows fall in this direction.

South—facing sun at noon, one looks toward the south.

Drill by locating objects in room, direction of one pupil from another; objects in yard and building, rooms in building, buildings in city.

Observe direction of sun shadows in morning; in the middle of the afternoon; at sunset.

(Children do not know semi-cardinal points, but can point without naming them.)

Observe length of shadows.

Teach first by raising and lowering candle. Children will tell you shadows are long in the early morning, because the sun is low; they point westward because the sun is in the east; grow shorter until noon, when they begin to lengthen, being longest again at sunset and pointing toward the east, because the sun is in the west.

As the shadow grows shorter it seems to travel from west to north in the morning; and as it grows longer it seems to travel from north to east. Why? Why is it shortest at mid-day?

Mark cardinal points on floor.

Bring in compass. Teach pupils to read it.

For second and third grades additional work in having pupils think towards what city their shadow falls at noon; in the morning; in the afternoon; e. g., if in Springfield at sunset, toward what large city would shadow fall?

Children observe sun shadow every pleasant day at noon. Drive a stake in schoolyard; make a permanent mark on floor in schoolroom at noon. Note that it grows longer until December 31; then that it grows shorter until June. Have a special mark with date showing this. Drive smaller stakes in the yard to indicate the distances the shadow travels during the season. Thus lead to seasons in higher grade.

When are the shadows lengthening? When shortening? Think why and explain.

Place points north and south on drawings already made of desk, platform, schoolroom, etc.

SEMI-CARDINAL POINTS.

After cardinal points are thoroughly learned teach opposites, as northeast and southeast.

Northeast, half way between north and east.

Southeast, half way between south and east.

Northwest, half way between north and west.

Southwest, half way between south and west.

PRACTICAL EXERCISES.

Different children represent points of compass: East, west, north, south; require them to stand in their respective places in room according to points; each should tell one or more stories in regard to point he represents.

North and East walk toward each other until they meet, halfway means northeast

Proceed the same way with the other cardinal points.

Require children to point and walk to different objects in room, stating directions. Close eyes and describe the direction from individual pupil of certain objects and other pupils in room; also the direction of one object from another, one pupil from another.

Have pupils point to near and distant objects, stating direction; also state directions taken in passing from schoolroom to other rooms in the building; in going to their different homes; to church, post-office, railroad station, city hall, etc., etc.

Teach each to think of the direction of near and distant places in relation to himself; also the third person,—the latter being in some other locality.

As stories are read or told in which places or cities are mentioned, point in the direction they are located; children state direction.

Pupils of this grade should know the direction of adjacent or large cities from own city or town; they should know the direction of Boston, New York, and Chicago. In the same way point to the cold country, the hot country.

Tell the children the stories of "Little People of Other Lands." How they dress, etc., etc. Make it real. Have blackboard illustrations; better yet, make the real thing in miniature. Model Eskimo hut in clay and cover with cotton. Dress a doll in skin and fur, placing it in the hut. Have picture or real toys—reindeer and dogs. Get some boy to make a toy sledge.

In the same way represent the hot country with tent, camel, etc.; the tent of the Laplander, reindeer, baby and cradle hung up on tree; the Indian wigwam, etc.

Review for a few days as many Indian relics as you can find, as arrow-heads, moccasins, snowshoes, etc. Compare mode of living.

Have talks of forests, fields, pastures, etc. Require children to represent the same on sand table. (These few suggestions will help teacher to think out many more ways and devices for interesting and teaching geographical facts in this grade. On the drawings already made place semi-cardinal points.)

Occupations. Require children to think what all people are doing, whom they know, why they are working, etc. Teach farming, hunting, fishing.

FLOWER TALES FROM MYTHOLOGY.*

BY GRACE ADELE PIERCE.

THE GODDESS AND THE FROGS.

THERE once was a beautiful young goddess whom Juno (mother of gods and men) persecuted cruelly. Her name was Latona, and she was driven from country to country, and from island to island of the sea by her merciless enemy. She was mother to the twins, Apollo and Diana, and was obliged to bear the heavy infants in her arms through all her wanderings. One hot summer day, as she went plodding along with weary body and sick heart, she came to a spot where she could look down into a beautiful valley. The grass was green and soft, and trees spread their cool shadows in the distance. In the very midst, where it flowed among rank willows and osiers, she could see the sparkle of a little stream.

She was weak and spent with thirst, and when she saw the glint of flowing water she felt that she must drink or die. So, weary as he was, she staggered on with her heavy burden. The soft grass yielded pleasantly to her feet, and the shadows seemed so restful that she did not stop until she had gained the bank of the little brook. Some rustics were laboring near, cutting the willows and osiers, but the goddess was thinking only of her thirst and of the cool, delicious waters, and did not mind their presence. But as she was stooping for her first refreshing draught, a rude hand was placed upon her shoulder, and she was drawn back from the spring. The clowns gathered about her, and, like all cowards when they find some one weaker than themselves in their power, they tantalized and derided her. She pleaded for water, but they only mocked and jeered the louder. At last, when they could think of no other cruelty, they sprang into the stream and stirred up the soft mud from the bottom with their naked feet.

Then Latona turned upon her persecutors—no longer a weary mortal, but a goddess! She lifted her hands to heaven and besought Jupiter. "Let these unkind creatures remain always in this stream!" she exclaimed. And almost immediately their jeering voices became hoarse and unnatural. Their bodies began to shrink, and, in a short time, one passing by would have noticed only a slimy pool with some ugly frogs croaking in its midst. So did these cowards receive just reward for their cruelty.

Number Work.

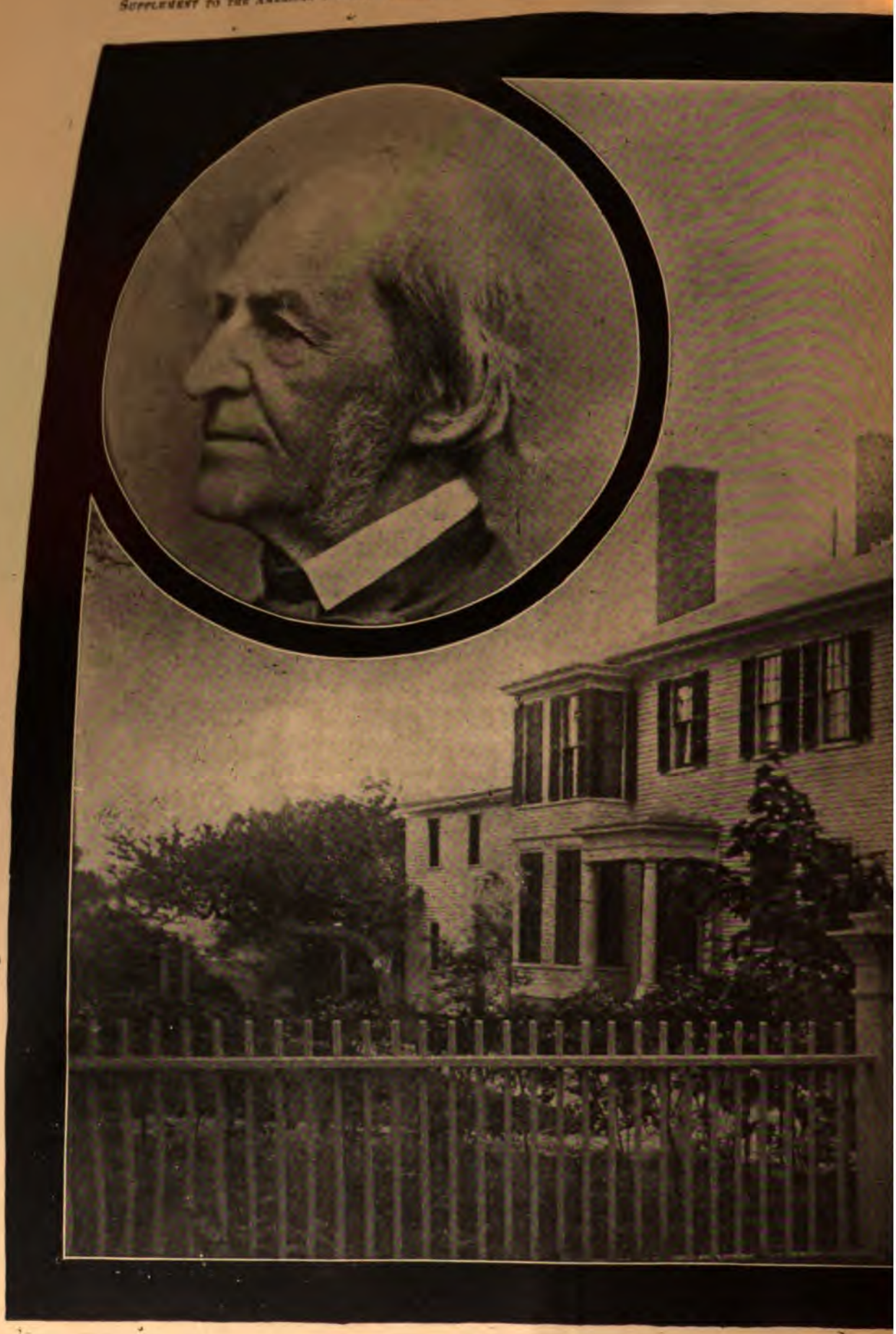
Practice daily on these examples until every child is absolutely accurate and reasonably rapid:—

2	4	5	3	3	3	6	3	3	2
3	3	3	2	4	5	3	7	4	3
—	—	—	—	—	—	—	—	—	—
7	3	2	4	3	6	3	7	5	4
3	6	3	3	5	3	8	3	3	3
—	—	—	—	—	—	—	—	—	—
9	4	3	7	3	8	6	9	3	3
3	3	8	3	9	3	3	3	8	9
—	—	—	—	—	—	—	—	—	—

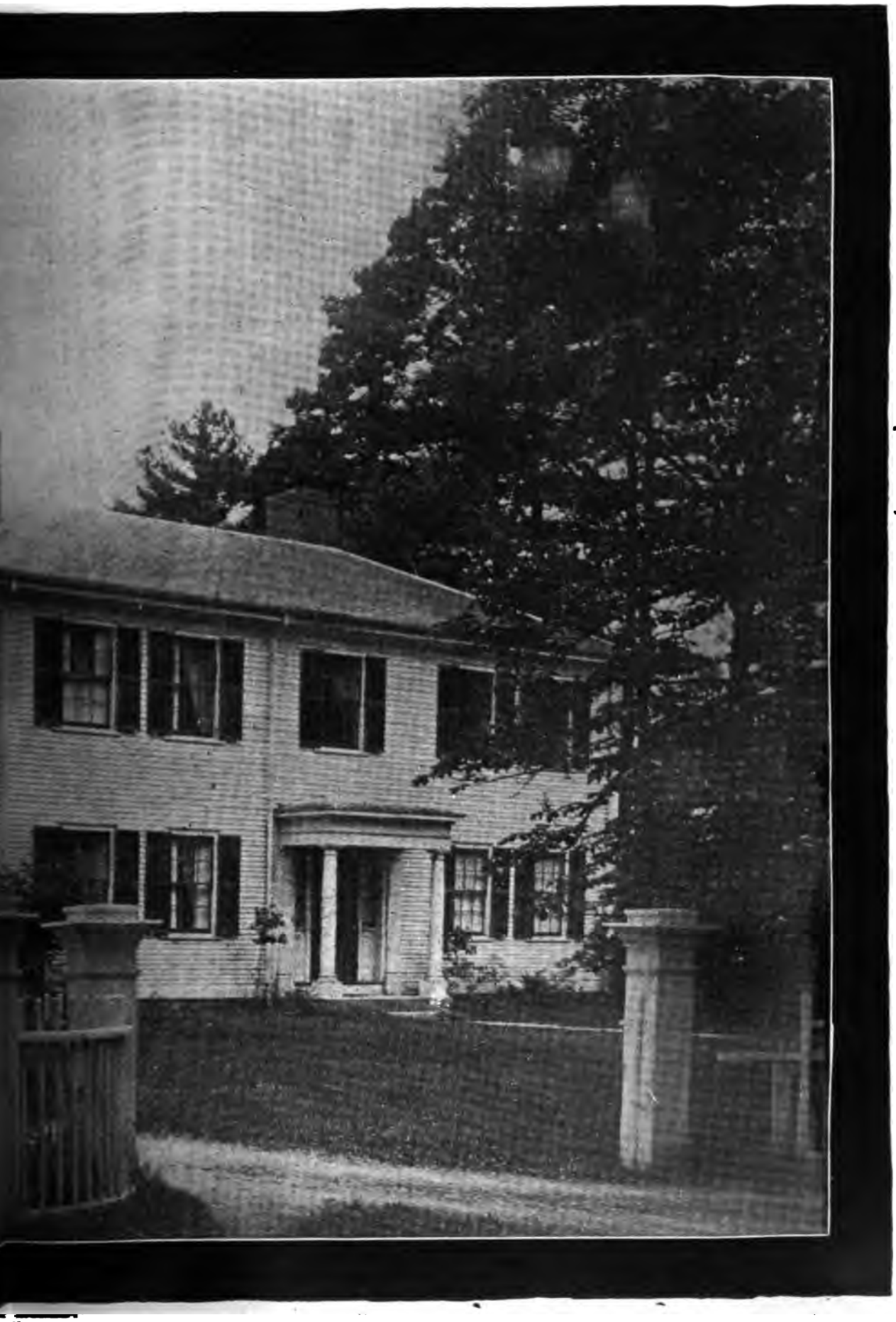
Practice with the same frequency and persistency upon the following examples:—

3	3	3	3	3	3	3	3	3	3
2	4	5	2	4	5	6	5	7	2
3	3	3	3	3	3	3	3	3	3
—	—	—	—	—	—	—	—	—	—
3	3	3	3	3	3	3	3	3	3
8	9	7	6	5	6	9	8	9	7
3	3	3	3	3	3	3	3	3	3
—	—	—	—	—	—	—	—	—	—
2	3	2	3	2	3	3	2	3	2
4	5	9	8	7	6	9	8	7	6
3	2	3	2	3	2	2	3	2	3
—	—	—	—	—	—	—	—	—	—

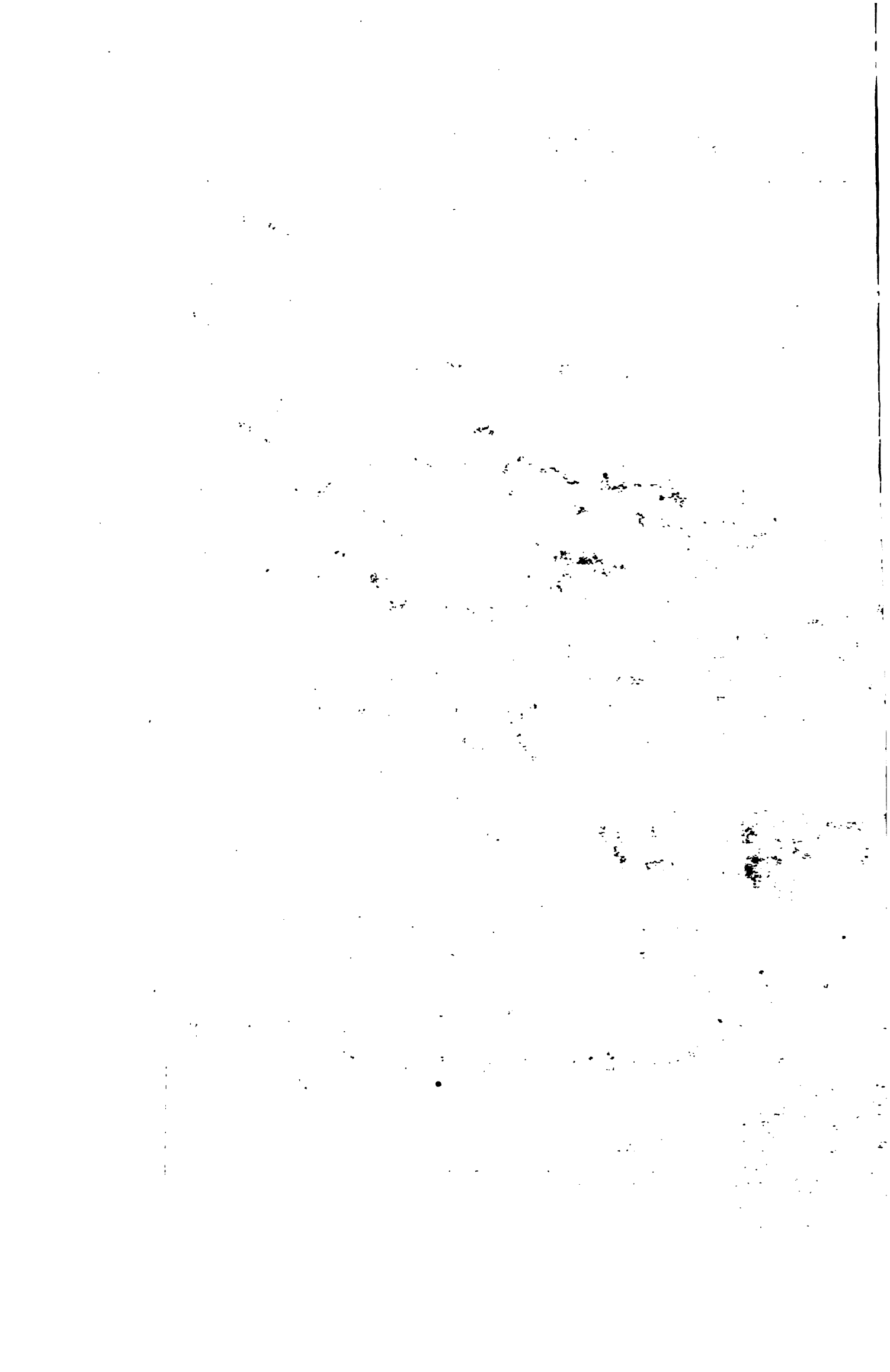
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RALPH WALDO



SON AND HIS HOME.



WILD FLOWERS OF THE AUTUMN.

BY ELLA M. POWERS.

THE GENTIAN.

ALL other flowers seem purple when compared with this blue of our fringed gentian. Often we shall find three or four of these blue satin-like fringed flowers growing close together.

Tell the pupils of that great poet, Bryant, who loved to walk out in the meadows and search for the gentians. He loved these flowers and wrote a beautiful poem about the gentian. Read a few lines from the poem:—

Thou blossom bright with autumn dew,
And colored with the heaven's own blue,
That openest when the quiet light
Succeeds the keen and frosty night.

Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.

The fringed gentian is often found on the banks of some lazy brook in a moist meadow. Here we find its stem sometimes two feet high.

"Blue—blue—as if the sky let fall
A flower from its cerulean wall."



THE HAREBELL.

What a graceful flower this is! So like a bell of blue! We are repaid for climbing up the rocky hillside to the home of this swinging little blossom.

Long ago, it grew only in Europe, but its seeds accidentally were mixed with grains and grasses, and so the flower came across the Atlantic, and it likes America. The poets have often written about this nodding blossom. Some people call this the bluebell, but it is a misnomer.

Examine the tiny branching stems. Are they not slender? Sometimes they grow nearly twelve inches high. How narrow and long the leaves are!

Look closely now near the root and there we shall find they are shaped something like a heart.

Why do you think the flowers hang their heads? They can thus protect the pollen better from rain.

How many points to the bell-shaped corolla?

The calyx is in five divisions, the stamens five, the pistil one, with three stigmas.

THE CARDINAL FLOWER.

The cardinal flower is one of the most regal of the wild flowers.

Encourage the pupils to search for it; they will easily see its vivid rich red above the surrounding green grasses. The flower's home is in some moist shady spot by the side of a brook.

Observe that the lower flowers on the raceme blosson first. The corolla is split along the upper side, and, as we look, we see the five stamens peeping out. These stamens are all huddled together, and the one pistil near by has a fringed stigma.



Examine the calyx. It has five divisions. What is the shape of each division?

The leaves are lance-like and somewhat notched along the margin. Further examination will show us that the leaves are arranged alternately on the stem.

Compare the shade of these leaves with other green leaves.

Then the stamens all seem to be so closely together that the butterfly has a hard struggle, but after a time the honey is reached. Then our brown butterfly goes off to another bell flower well dusted with pollen.

The Birds' Departure.

BY HELEN DEANE.

THE following may be given by five girls dressed in the sober colors of the birds. A sixth girl may represent a flower girl. The flower girl is discovered gathering a few late flowers, when the five others trip in lightly to some familiar air.

The second stanza of "Where do all the daisies go" may be sung. This is found on page 47 of "Songs and Games for Little Ones," by Walker and Jenks.

Flower Girl.—
Where do all the birdies go?

Birds.—
I know, I know!
Far away from winter snow.

Flower Girl.—
To the fair, warm South they go;
There they stay till daisies blow.
That is where they go!

Blue Jay (girl in blue dress, white tie, cap with quills).—
I'm almost ready for my trip South,
I start the first cool day;
Remember me,—blue dress, white throat.
Now don't forget your friend, Blue Jay.

Flower Girl.—
I won't forget Blue Jay,—not I.
You ate our nuts and berries good,
Destroyed some eggs of song birds nigh,
Quite likely you misunderstood:—
Your note is somewhat shrill and high,
Perhaps you sang the best you could,—good-bye.

Red-Headed Woodpecker (girl with black dress and red cap).—
I've worked so hard all summer long,
I've pecked and hammered all these trees,
I'm ready now to join the throng,
And fly far south on an autumn breeze.

Flower Girl.—
Woodpecker,—you to leave so soon?
Such harmful insects you destroy
All through our summer's hottest noon!
Good-bye, my friend, I wish you joy.

Brown Thrush (girl in brown dress, brown and white tie).—
The Doctor bids me leave this dell,
So in the South six months I stay.
You know, to sing, we must keep well,
That's why we thrushes go away.

Flower Girl.—
You lovely singer! seldom seen,
But graceful, musical, and sweet,
You live and sing amid our green,
You'd perish in our snow and sleet.

Barn Swallow (girl in brown dress, with a bit of straw in her hand).—
My relatives are packing fast,
From barns and banks and chimneys; we
Do not intend to be the last
On this great southern trip so free.

Flower Girl.—
Your wings are good for flying fast,
So pointed, light, and long,
I know you will not be the last,
For Chimney Swift will lead your throng.

Snow Bunting (girl in white).—
Snow Buntings come when others go.
Our family from the north land
Spend the winters here, you know,
A plump, warm-clad, and happy band.

Flower Girl.—
Welcome, my bird! through winter days
I'll try to make you glad you came.
One bird flies off, another stays,
But years fly by about the same.
So good-bye, summer birds so true,
And welcome, Buntings white.
May God be ever kind to you
In each autumnal flight.

Birds dance about and sing to the air, "Come, Little Leaves."

Now, little friends, we must say good-bye,
For to the Southland we now must fly.
Now you are sorry to have us go,
But we shall come back in the spring, you know.

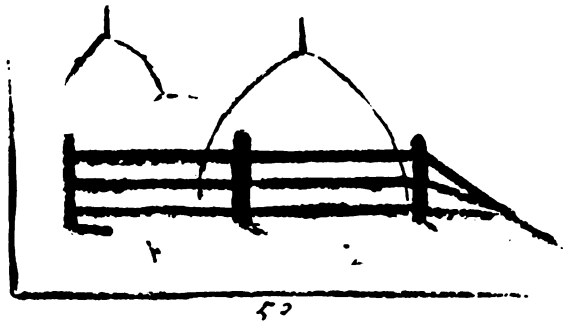
EASY STEPS IN PICTORIAL REPRESENTATION.*—(IV.)

BY CLARA ROSE HATHEWAY.

BEFORE proceeding to a new step in our pictorial drawing, let us fasten firmly in mind the points already considered. First, look to the world around you for your models, but do not use everything indiscriminately, rather select carefully, select whatever has a simple, striking effect, which seems possible for you to represent. And then, to limit your choice a little further, choose what is interesting to you.

The beautiful is interesting, so, stating the same thought in another way, I would say, look for beauty of form.

In your drawing keep this thought continually with



you,—how shall I make it beautiful, or if that is not possible, say interesting, or failing this, not ugly?

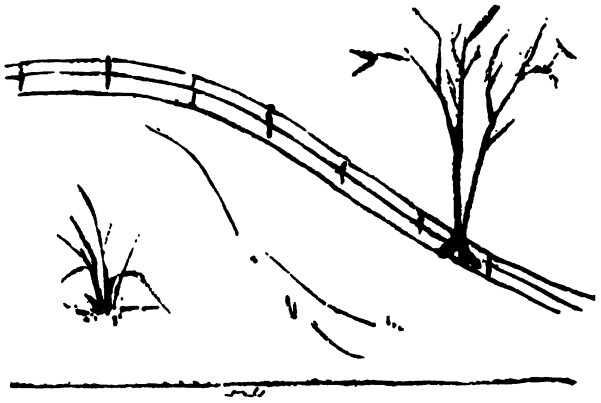
If your attempts are of interest to yourself, they are likely to become so to those who see them; if not to you, they are sure to lack this quality in the sight of others.

First, then, aim to select the simple and the beautiful. Second, gain some definite knowledge of what you try to represent. To test whether you have this knowledge, just try to express by a few lines some familiar form,—for illustration, I will say a tennis racket. After the trial I am sure the next tennis racket you see will be observed with keener sight, and perchance something gathered from such observation will fasten itself in your memory.

I have spoken of not attempting to work directly from your model in this kind of sketching, and have also been trying to impress upon you the value of

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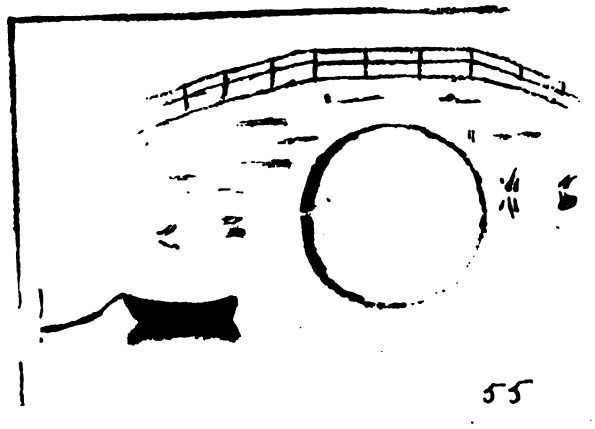
knowing the important facts. I think you will readily see how positive that knowledge must be which enables you to work independently of the object. Perhaps you have read a poem many times and are perfectly familiar with every line of it, and yet have not the power to call it to mind clearly enough to repeat it. In such a case you study it over, then close your book and try to give it. What I am suggesting is to apply this method to drawing. Knowledge will certainly become more definite by so doing.



Another reason why you will find it profitable to work when absent from the model is because in drawing there is always a natural tendency to over-do detail. When in the presence of objects one sees many things which are unimportant, and these often call the attention from the main form. As it is impossible to remember clearly all the details, the most you can carry in your mind are a few essential features, and it is these we want and nothing more.

You have perhaps noticed that children often make more characteristic drawings when they cannot see the model, and I think it largely due to this fact. But there is still another reason. Our first step in representation should be toward a form in general, rather than a particular one.

There are two distinct ways in which we may study a model. One, considering it simply as a type of all similar forms, and studying it to discover what it has in common with others of its class, I might call it looking for resemblances, in which case the expression would be a general form. The other, studying the model for its individual peculiarities, observing how it differs from the general type, in which case the expression would be a particular form. Any good drawing will undoubtedly possess both qualities, but I think you will grant me that the former is the fundamental quality.

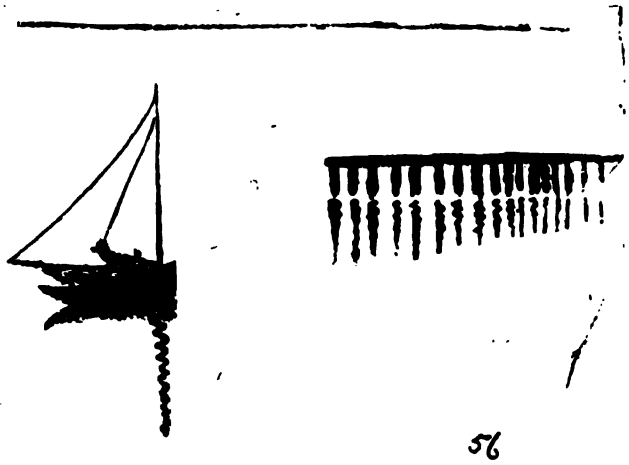


Though it will always be desirable to study in both ways, I think it easier to master the general form from general observation and memory work, and, of course, the particular form must come from the careful study and representation of a particular model, which is not the kind of drawing of which I am speaking here. Therefore, I would repeat, to know facts, observe, remember, and record.

Taking for granted now that we know something definite about simple objects, and have so mastered one medium of expression that we can tell simple facts with more or less expression, let us consider whither we are being led, and what we may do with more difficult effects and larger ideas.

Let us combine some of our isolated forms. Try making a fence and put a haystack behind it and possibly a second haystack further away, then centre what we have done by separating it from the surrounding space. Fig. 53.

We may have just a line represent the slope of a hill and put a fence upon it, and then a leafless tree behind the fence, perhaps a bush in the field, and a path leading across it, and we have the suggestion of a picture, and the beginning of a composition work. Fig. 54.



A boat reflected gives at once a sense of water, but we must bear in mind that the reflection of an object never seems as real as the object itself; that is, a reflection loses some of the clearness and strength of color which the object itself has. Make your object positive, your reflection suggestive.

We may place an arch back of the boat (Fig. 55), and add grass, rocks, or what we choose, with a chance for great variety of effect and play of imagination, as well as expression of the beautiful.

The new class knows more than you think it does. Do not express lack of faith in its capabilities. Suppose you had been promoted and was doing the work of a wholly new grade, would you have need of patience on the part of the principal who was comparing you with the last teacher who had had the grade five years?

Lessons on Animals.

LESSONS ON ANIMALS.*—(VII.)

BY LOUISE J. HEDGE.

[Adapted to children studying the geography of the American continent.]

RELATIVES OF THE SQUIRREL.

THE illustrative material should include both charts and pictures of the animals to be studied.

The teacher begins, "You remember we said we would talk about other gnawers than the squirrel to-day.** I think you will be glad to have the regular name for those animals, a word that means gnawers. The word is rodents.

"I promised to tell you first about a near relative of the squirrels called the chipmunk. He is smaller than the red squirrel, trim and smooth of coat, with black and white stripes down his back. His tail is much less handsome and bushy. Perhaps if you recall what use the squirrel made of his tail you can make a good guess at some fact about this little chipmunk."

"A squirrel's tail," says one of the children, "was a kind of rudder when he leaped from tree to tree. Perhaps the chipmunk doesn't make such leaps."

"He surely does not make such long leaps, though he can climb trees and even make good leaps for so small an animal. But he is not a tree-dweller. He dearly loves rail fences and stone walls, with plenty of places to pop into in time of danger.

"He differs again from the squirrel in having large cheek pouches in which he can carry a big store of seeds to his storehouse. The squirrel has pouches in the cheeks, but they are not so remarkable.

"He has to store up much more food than the squirrel does, for he goes into winter quarters as early as November and seldom appears again much before April, unless there are some very warm days.

"Because the chipmunk must have such a large store laid by, they often migrate or move from place to place in search of a good harvest. In the Adirondacks, when nuts and beechnuts are plentiful, they arrive in large numbers in early fall and begin their busy storing.

"All their storehouses connect with each other and with the nest, for, remember, the chips do not come out through the winter, as the squirrels do. The headquarters of a family will often be in an old log or in a hole dug among the roots of a tree, and from it passageways run to the storehouses.

"There is another relative of the squirrel you must have heard of, for the farmer often has to complain of him and the farmer's dog loves to hunt him. Do you know what I mean?"

"You must mean the woodchuck? Isn't he bigger than a squirrel?"

"Yes, quite a little larger and he hasn't the graceful shape of the squirrel nor the handsome tail. He needs a tail less than the chipmunk even, though, like his little relative, he can and does climb trees sometimes. The feet are well fitted for digging and the legs are short and stout. He usually burrows into a rocky hillside on a slant for two or three feet and then on several feet more in an upward direction to make sure the nest will be safe from flooding.

"Chucks will eat almost anything green, so the farmers find them very troublesome and hunt them down. They have grown very wary and keep a sharp lookout when feeding away from their own doorways.

"They lay by no stores in the fall, but the store of fat in their flabby bodies. Before cold weather settles down, they are snug asleep in their burrows for the whole winter. This is true hibernating, as we call it, from a word that means winter. Just the fat keeps the slow fires of the body going until spring. Late in March or in April they wake and come out, though the cold days are not all past.

"The habit of burrowing, you see, is very common among the rodents. On our Western prairies we find another one that has an elaborate system of burrowed passages. How many have heard of the little prairie dogs? This is a picture of some of them. They are not dogs at all, but rodents, whose sharp incessant cries as they sit erect on the mounds of earth at their doorways (just as you see them in the picture) have suggested the idea of saucy little barking dogs.

"They are not so large as the woodchuck, but are stouter in build. Instead of the half-developed first toe and nail of the squirrel's forefoot, we have a well-developed member, able to do its share of work. Why is this?"

"You just said," replies a pupil, "that these prairie dogs dig a great many burrows, so I suppose they need all the toes."

"Let us give them the better name, prairie marmots. What is the cause of the mound at every doorway?" "I suppose," the child replies, "that must be what the prairie marmots have dug out of the burrows."

"Yes, and they make use of these mounds for lookouts. Think of traveling across a dry and sandy prairie for hours among these mounds with many a watchman sitting on his haunches at his doorway while the others eat what they can find. One wonders how they can get enough either to eat or to drink. A shrill, whistling cry is heard from the watch as you go too near and into their holes they go.

"Let us leave them there and turn to some rodent you know more about. Who is ready to name one?"

"The mouse, I am sure, is a rodent," says one; and another, "The rat is one also"; while a third adds, "The mouse and the rat belong to the same family, I think."

"You think they look alike," says his teacher. "What other likeness is there?" "From what I know," replies the boy, "their ways of living are somewhat alike."

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**Many interesting facts and stories for this lesson can be found in John Burroughs' books, which come conveniently indexed.

"Yet they are different. How do they differ?" she next asks. "The mouse is much smaller than the rat."

"Yes, in this country there is marked difference in size. How are the mouse and rat noticeably unlike the other rodents we have discussed?"

"They have long, thin tails, with little or no hair on them," is the reply. "That is true. The tails are far from pretty, I think. Of course, they are not to serve as the squirrels' tails do. Where do they live?"

"They live in the walls of houses and under barns and such places," the children decide, and the teacher reminds them that this is quite different from the habits of most other rodents. "However, not all the rats or mice live in such places; for there is a field mouse and the water rat to be thought of, as well as many others.

"How do people feel toward these animals?" "They dislike them." "Why?" "They eat food in the house or grain in the barn."

"The worst of it is," says the teacher, "they increase so rapidly that we must forever wage war to keep them down. Yet rats eat everything, and so often keep sewers free from what would else decay and cause disease. But we do not want too many of them.***

"Now I am ready to hear about a rodent, larger than any of these, that children love to have for a pet." "Do you mean the rabbit?" the children ask. "Yes, tell me what you know about it," and she puts up her picture of rabbits.

"It has very long ears," one child remarks. "How does it hold them?" asks his teacher. "Sometimes it holds them up straight and sometimes they are laid down flat." "When are they raised?" "When the rabbit is anxious to hear well." "Good. The hearing is sharp, so is the sight. See how large and bright the eyes are.

"What about the tail?" "It is short." "Yes, and it curves up against the back. The wild rabbits have reddish or grayish brown coats, but the underside of the tail is white. One great scientist thinks that this helps the rabbits in time of danger to follow one another to the warrens or burrows, the little white tail being a little signal flag.

"What color is the prettiest for pet rabbits, do you think? I knew you would decide on the white ones with the pink eyes.

"What do you know of the speed of rabbits?" "They are very swift." "Do you remember the fable of the hare and the tortoise? The hare is very much like the rabbit, except that it doesn't burrow and its hind legs are even longer and stronger.

"The swiftness of the rabbit, its keen sight and hearing are the results of its long struggle to live in spite of its numerous enemies. It increases so rapidly —there are several large families a year—that we should soon be overrun were it not for these same enemies. Some years ago, they took some rabbits to Australia, and parts of that land are being completely overrun in spite of all efforts to keep them down. The climate suits them, and perhaps fewer animals pursue them; as yet, I do not know.

"I must tell you of one remarkable rodent, the beaver. It is much larger than the rabbit and of stout build, as you can see," holding up the picture. "Describe the tail for me."

"It is very flat, almost like the end of a paddle, and has no fur on it." "It is scaly," adds the teacher. "You are quite right in saying it is like a paddle; for the beaver is a water animal and uses its tail for a rudder.

"You may not be able to tell from the picture much about the feet, but they are webbed for swimming, and there are the five toes on each. Beavers are expert divers as well as swimmers and they can close both nostrils and ears so no water can get in.

"They have thick, soft fur, much valued by furriers. They need this, because they swim in the cold waters of the streams even when they are frozen over. In order that the streams may have depth enough for them under the ice, they have acquired the power of damming them, thus making ponds, often quite large; for a beaver dam may be from one hundred and fifty to two hundred feet long.

"To make these dams, they gnaw through the trunks of trees along the bank until the trees fall; then they gnaw them into logs five or six feet long, strip them of the bark, which they use for food, roll them into the water, and with the twigs and boughs form a dam. With the fore-feet,—not with the tail, as is often said,—they pack in mud so as to make a good working dam.

"They often have a burrow in the bank, with both a land and water entrance, and sometimes a lodge in the stream, a mound of twigs, boughs, and mud, more or less water-proof. The lodge has two stories, one above the water for the beavers, one below for stores. The entrance is under water. They eat roots and stems of water-plants, such as pond lilies, as well as bark and twigs. They can walk on the land, although they live mostly in the water."

A quick review follows, in which the names of the animals are discussed, and one or two important points about each are placed on the blackboard.

***Browning's "Pied Piper of Hamelin" might well be read to the children after this lesson.

Literature.

[Arranged for the Saginaw (Mich.) Schools by Superintendent E. C. Thompson.]

GRADE II.

LITERATURE.	COLLATERAL STUDY.
Long Ago.—Review stories of preceding grade.	
Cinderella	Ethics
Red Riding Hood	Ethics
Story of Joseph. [Bible.]	Ethics
Apollo	Sun. Music
Solomon and the Ants	Ant Life
Story of Sisyphus	Rain. Mist
Swan Maidens	Clouds
Daphne	Laurel Tree
The Dog Argus. [Odyssey.]	Kindness
The Golden Apples	Orange
Calming the Storm. [Bible.]	Ethics
Present Day.—Little Lord Fauntleroy	Ethics
Fairy Frisket and Fairy Know a Bit	Natural History
My Saturday Bird Class	Bird Life
Peaslee's Graded Selections. [Pt. II.]	Ethics

travel. These seeds have no wings, but are provided with sharp little hooks or claws. Look at the burdocks and beggar-ticks! How many rides they steal during these fall days!

We are all great travelers. Some of us have been all over the world.

Many of us came from Europe long ago. How do you think we crossed the ocean?

QUESTIONS.

What is the great object of every plant's life?

What dangers threaten the seeds?

How are the seeds protected from insects?

How are they sheltered in wind and storms?

How are the seeds nourished through the autumn days?

What is the most important part of the seeds?

What is inside of every seed?

Is it well for the seeds to spring up in the place where they ripen? Why not?

How are they able to take long journeys?

What seeds are provided with wings?

What seeds have little parachutes of tufts of down?

What seeds have hooks and claws?

How are seeds distributed?

GEOGRAPHY BY GRADES.—(II.)*

BY MARY R. DAVIS,

Principal Training School, Haverhill, Mass.

I. LESSONS ON PLACE.

TEACH, in connection with the kindergarten, paper folding, etc. Pretty little exercises should be planned by the teacher to keep up interest. Can take the language period or a general exercise.

1. Position undefined.—(a) Objects placed by teacher; children discover position and imitate. (b) Children place objects previously seen or associated together.

2 Relative.—Position, distance, direction.

3. Illustrate the use of prepositions of place; as in, on, upon, above, before, among, under, between, over, below, etc.

Illustrate the terms right, left, middle, centre, right-hand corner of desk, of paper; left-hand corner of desk, of paper; upper (lower) left (right) corner of desk, front, back, middle of back, and front of desk or square of paper.

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First—Teacher places object; pupils imitate.

Second—Teacher places object; pupils describe.

Third—Objects removed; pupils describe.

Fourth—Teacher dictates; pupils place objects.

Fifth—One pupil dictates; pupils place objects.

(c) Representation of relative position of objects on top of desk. (Drawing or representation to be on slate or paper.)

Result—Nothing exact or accurate, must have something more definite.

NECESSITY FOR STANDARD DISTANCE SHOWN.

1. By terms of relative distance—near to, nearer to, far from, farther from, beyond, how far, how near, a long way off, etc. (Have exercises in which little children discover the necessity for accurate measurement, in order to describe truly and accurately.

2. Measurement—inch, foot, yard. Teach, drill. (See Number Grade I.)

3. Representation to scale—Of slate, sheet of paper, number table, desk, teacher's platform and desk.

(In first and second grades, review and require drawings of schoolroom floor representing desks, tables, etc., of schoolyard, with schoolhouse and streets adjacent to school grounds. In third grade, streets of vicinity.)

4. To show necessity for scale.

Ask pupils to represent or draw a sheet of paper, or slate the same size as the paper or slate upon which the drawing is to be placed. Ask them to draw number table on paper.

Lead them to see that they can draw it smaller by keeping the same proportions. Draw it one-half the real size, then one inch to a foot; one-fourth inch to a foot.

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Require them from the first to state the scale in the left-hand corner above the margin.

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The next step—Represent platform with teacher's desk upon it to a scale. Then represent schoolroom without desks or any details, with platform to a scale.

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Tell pupil to walk to the right; turn and walk to the right, and so on. He may continue to the right and reach the opposite point in the room; he may then turn to right or left and reach the same point from which he started. (The terms mean nothing absolute.)

Tell different children to describe the way they go home; go to church, etc. (Nothing definite,—need absolute, true terms.)

Third—From relative terms pass to absolute.

POINTS OF COMPASS.

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Observe length of shadows.

Teach first by raising and lowering candle. Children will tell you shadows are long in the early morning, because the sun is low; they point westward because the sun is in the east; grow shorter until noon, when they begin to lengthen, being longest again at sunset and pointing toward the east, because the sun is in the west.

As the shadow grows shorter it seems to travel from west to north in the morning; and as it grows longer it seems to travel from north to east. Why? Why is it shortest at mid-day?

Mark cardinal points on floor.

Bring in compass. Teach pupils to read it.

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The Wind.

BY W. L. GERMAN.

THE merry southwind,
A jolly old fellow,
Blew his breath on the leaves,
All brown, red, and yellow;
And laughingly downward
They fell one by one,
Pursuing each other
In spirit of fun.

The icy northwind,
With whistle and moan,
Spread o'er them the snow,
And left them alone
To wither and fade,
Forgotten by all,
And this is the fate
Of the leaves every fall.

The Land of Nowhere.

DO you know where the summer blooms all the year round,
Where there never is rain on a picnic day,
Where the thornless rose in its beauty grows,
And little boys never are called from play?
Oh! hey! it is far away,
In the wonderful land of Nowhere.

Would you like to live where nobody scolds,
Where you never are told, "It is time for bed,"
Where you learn without trying, and laugh without crying,
Where snarls never pull when they comb your head?
Then oh! hey! you must hie away
To the wonderful land of Nowhere.

If you long to dwell where you never need wait,
Where no one is punished or made to cry,
Where a supper of cakes is not followed by aches,
And little folks thrive on a diet of pie,
Then ho! hey! you must go, I say,
To the wonderful land of Nowhere.

You must drift down the river of Idle Dreams,
Close to the border of No-man's Land;
For a year and a day you must sail away,
And then you will come to an unknown strand;
And ho! hey! If you get there—stay
In the wonderful land of Nowhere.

—Ella Wheeler Wilcox.

What the Acorns Say.

WE sleep all winter under the snow;
We laugh in springtime, and then we grow.

We play in summer with winds that blow;
We work in autumn, making the buds, you know.

Up in a tree-top, swinging on a limb;
Hearing many voices, sounds are growing dim.

Down upon the ground for a winter nap;
Hid in dainty covers, there I lost my cap.

—Louise A. Strong, in Kindergarten Magazine.

Golden-rod's Answer.

Song and Game.

GOLDEN-ROD, O Golden-rod,
What do you say to me?
I tell you the merry sunshine
Is yellow as it can be.

O Golden-rod, O Golden-rod,
You're yellow yourself, you see.
I tell you the merry sunshine
Is yellower yet than me.

O Golden-rod, O Golden-rod,
How did you get your hue?
I tell you the merry sunshine
Gave me this color, true.

O Golden-rod, O Golden-rod,
I love you well, you know.
I tell you the merry sunshine
Loves you and makes you grow.

O Golden-rod, O Golden-rod,
Here is a kiss for you.
I tell you the merry sunshine
Loves—and kisses, too.

—Adelle J. Gray, in Kindergarten News.

Marching Song.

[Air: "Marching Through Georgia."]

SEE the children marching, marching nicely to and fro;
Keeping time like soldiers, marching back and forth we go;
Up and down around the room, all in a pretty row,
Nicely we march on together.

Chorus.

Away! away! around the room we go;
Away! away! all in a pretty row,
Up and down and out and in, passing to and fro,
Nicely we march on together.

All with face and hands so clean, all dressed so trim and neat;
Hear the steady tramp, tramp, tramp of little marching feet,
While we sing our little song, with voices clear and sweet,
Nicely we march on together.

Chorus.

Away! away! around the room we go, etc.

—Jennie D. Moore, in the Moderator.

Song and Stick Lesson.

Six two-inch sticks for each child. Lay, by direction, a six-pointed star. Sing:—

The bright stars shining in the sky,
I cannot count them if I try.
Up there they stay
Both night and day
Far, far beyond the sun.
God counts them every one.

Add twelve one-inch sticks to make snowflake pattern. Encourage variety. Sing:—

The snow-stars falling from the sky,
I cannot count them if I try.
They will not stay,
They melt away
Before the day is done.
God counts them every one.

—Elizabeth M. Cochrane, in Kindergarten News.

Days of the Week.

THE days of the week once talking together,
About their housekeeping, their friends, and the weather,
Agreed in their talk it would be a nice thing
For all to march, and dance, and sing.
So they all stood up in a very straight row;
And this is the way they decided to go:—

(Let seven children stand up, and as day of week is called, take places.)

First came little Sunday, so sweet and good,
With a book in her hand, at the head she stood.
Monday skipped in with soap and a tub,
Scrubbing away wth a rubadub dub.
With board and iron came Tuesday bright,
Talking to Monday in great delight.
Then Wednesday—the dear little cook—came in,
Riding cock horse on his rolling pin.
Thursday followed, with broom and brush,
Her hair in a towel, and she made a rush.
Friday appeared, gaily tripping along;
He scoured the knives, and then he was gone.
Saturday last, with a great big tub,
Into which we all jump for a very good rub.

(Let the children march and sing to the tune of "Good Morning, Merry Sunshine.")

Children of the week are we,
Happy, busy, full of glee
Often do we come this way,
And you meet us every day
Hand in hand we trip along,
Singing, as we go, a song
Each one may a duty bring,
Though it be a little thing.

(Each little day of the week may carry a doll's tub, broom, rolling-pin, knife, or iron.)

—Mary Ely Page, in the School Record.

My Jack Frost.

I LOOKED from my window one autumn morn,
Cold lay the earth 'neath the leaden sky;
Gay and laughing and rosily warm,
Little Jack Frost went tripping by.

With a cap of white on his golden head,
And a coat as white as a snowflake wee,
His laugh rang out like a silver bell,
As he waved his small pink hand at me.

The air was full of a stinging mist,
The fences gray with a chilly rime,
The dead leaves swung from the mother-oak,
And the shivering grasses, dry, kept time.

O, little Jack Frost, are you still abroad?
You have pinched all the leaflets on every tree,
You have kissed the flowers till they droop full low,
And now do you come to spy out me?

My little Jack Frost is no tricksy elf;
'Neath his snowy coat beats a heart so true!
And I love the clasp of his small, warm arms,
And the dancing light in his eyes of blue.

O, chilling mist, you have taken wing,
The sunshine breaks from a clouded sky,
And June birds twitter, and brooklets laugh,
When my Jack Frost goes tripping by.

—Kate L. Brown.

"October glows on every cheek,
October shines in every eye,
While up the hill and down the dale
Her crimson banners fly."

October.

BY MARY A. MC HUGH.

OCTOBER'S woods are bare and brown,
October's leaves are falling down,
And brown nuts cover all the ground,
While merry squirrels scamper round.
They're bringing in their winter's store,
For when the wild winds rave and roar,
Within each safe and cosy nest
They'll settle down for winter rest.
Come, let us to the woods away,
And slyly watch them at their play;
There 'neath the shady trees we'll rest,
In all their autumn splendor dressed.
We'll find upon the grassy sod
The last bright sprays of golden-rod,
And every basket we will fill,
And bravely work away until
Within the faintly glowing west
The golden sun has sunk to rest.

The Squirrel.

YOUNG Master Squirrel sits up in a tree,
Happy and young and gay is he.
He looks to the east, and then to the west,
Saying, "Where, O where will the nuts be the best?

"For winter is coming, the days grow cold;
The sheep and the lambs are all in the fold.
I'll new-line and carpet my snug little nest
With mosses and leaves, ere I take my long rest.

"The children with soft steps come creeping around
When they spy me at work—but I'm off with a bound;
They come for the nuts; so I'll work with a will,
And, with both cheeks as baskets, my storehouse I'll fill."

—Selected.

A Child's Fancy.

WHY, Moon, it strikes me you're looking quite thin,
You were fat when I saw you before.
Pray what have you done, and where have you been?
You had better not go any more.

Perhaps you are sick, and have eaten some stuff
Which did not exactly agree;
Just go to my doctor, and tell him your case—
I assure you he always helps me.

But, please, dear old Moon, don't get any worse;
When you come again morrow-day night,
I hope you'll not look so peaked and thin,
For I like you fat, jolly, and bright.

—Outlook.

Little Miss Chestnut.

LITTLE Miss Chestnut lived in a tree,
She and her sisters; one, two, three.

Their house was covered with prickles green,
To keep the squirrels away, I ween.

Soon Jack Frost knocked, just for fun;
Out jumped the chestnuts, every one.

Elsie and Fred, in their walk next day,
Found the nuts and took them away.

On winter evenings, cold and long,
They'll roast the nuts. Here ends my song.

—Midland Schools.

The Raindrops.

BY STELLA H. SEED.

[Tune: "Good Morning, Merry Sunshine."]

O BUSY, sparkling raindrops,
Can you know the good you do?
How all the little flowers
Wake and gladly welcome you?
You sing to them of summer,
Of birds and blue skies fair;
You clothe with grass the meadows
That in winter look so bare.

We thank you, little raindrops,
For waking up the flowers,
So you are very welcome
In soft, sweet April showers.
We've watched you in the cloud ships
A-sailing through the sky.
O won't you stop and tell us
Why must you hurry by?

"Why hurry?" say the raindrops,
"There's so much work begun,
We must be always busy,
And so we're hastening on.
For we must help the flowers,
And swell the brooklet's flow;
Then home to Mother Ocean
In shining rivers we'll go."

SAID the leaves upon the branches,
One sunny autumn day,
"We've finished all our work, and now
We can no longer stay;
So our gowns of red and yellow,
And our cloaks of sober brown
Must be worn before the frost comes,
And we go rustling down

"We've had a jolly summer
With the birds that built their nests
Beneath our green umbrellas,
And the squirels that were our guests;
But we cannot wait for winter,
And we do not care for snow;
When we hear the wild northwesters,
We lose our clasp and go.

"But we hold our heads up bravely
Unto the very last,
And shine in pomp and splendor,
As away we flutter fast
In the mellow autumn noontide
We kiss and say good-bye,
And through the naked branches
Then may children see the sky."

—Margaret E Sangster.

Sequel to an Old Story.

1.

MARY had a little lamb,
Which grew to be a sheep;
The wool upon its back became
Too thick and warm to keep.

2.

Then Mary's sheep did with the rest
Down to the brookside go,
And soon again it well could boast
"A fleece as white as snow."

3.

The shearer came, and with his shears
Cut off the heavy wool.
Till every sheep was shorn at last,
And all the bags were full.

4.

The wool that came from Mary's sheep
Was spun and woven, dears,
And made into a nice warm coat
That Mary wore for years.

—Emilie Poulsson, in the Child's World.

Peter Noddy.

PETER NODDY comes at night,
Down the chimney, so they say,
Sews our eyelids fast and tight
Till the break of day.
And never yet has anybody
Caught a glimpse of Peter Noddy.

Often have I set my chair
By the fire to watch for him;
But he took me unaware
In the shadows dim.
And before my eyes could view him
He had popped his needle through them.

Is his thread a moonbeam white,
Stolen from the sky, I wonder?
Or, perhaps, he tears the slight
Spider webs asunder,
And from out their glossy shreds
Twines and spins his lissome threads.

And his fingers are so deft,
And his needle is so keen,
Not a scar or mark is left
Where its point has been.
So he comes and so he goes,
Whence or whither no one knows.

—Selected.

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SECOND GRADES.—GEOGRAPHY.

1. (a) In what direction is one traveling when he does not change his latitude; (b) when he does not change his longitude?

2. What is (a) a glacier; (b) an avalanche? (c) Name some locality within the temperate zone where they are found.

3. Name four chief river basins of North America whose waters enter the Pacific.

4. Locate three important coal fields of this country.

5. (a) In what part of Africa are most of the European colonies? (b) Why is this part most favorable to colonization?

6. (a) What form of government has Japan? (b) What is Japan's greatest seaport?

7. Compare New York with San Francisco, (a) as to advantages for foreign commerce; (b) as to advantages for domestic commerce.

8. (a) Name and locate the three main river valleys of South America. (b) What are selvas?

9. Compare North and South America, (a) as to character of coast line; (b) as to climate; (c) as to agriculture.

10. (a) What two cities in the Mississippi valley have the greatest national advantages for commerce; (b) for manufacturing?

ORTHOGRAPHY.

1.	coterie,	26.	celery,
2.	chowder,	27.	nasturtium,
3.	cassimere,	28.	kindlings,
4.	belligerent,	29.	accommodate,
5.	Connecticut,	30.	parallels,
6.	San Francisco,	31.	auxiliary,
7.	gaseous,	32.	facetious,
8.	traceable,	33.	irreparable,
9.	abridgment,	34.	mortise,
10.	career,	35.	singeing,
11.	flaccid,	36.	cynic,
12.	supersede,	37.	glycerine,
13.	intercede,	38.	double,
14.	itself,	39.	allege,
15.	inferred,	40.	resuscitate,
16.	sloping,	41.	compelling,
17.	maintenance,	42.	menu,
18.	oblige,	43.	dazzled,
19.	immense,	44.	browsed,
20.	calcium,	45.	competent,
21.	ritual,	46.	salable,
22.	untenable,	47.	permanency,
23.	porcelain,	48.	marriageable,
24.	chronometer,	49.	geyser,
25.	selvedge,	50.	controlling.

CIVIL GOVERNMENT.

1. State the constitutional qualifications of a voter in this state (a) as to age, (b) residence in the state, (c) residence in the election district.

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CONTENTS:

PART I.—SONGS.

Help and Kindness to All.	Birds.
Animals.	Nature and Seasons.
Bees and Other Insects.	Liberty, Love, and Peace.

PART II. contains material for an Entertainment in schools and Bands of Mercy, Selections suitable for Memory Gems, Suggestions for Bird-Day Exercises, Specimens of the Musical Notes of Birds and animals, etc. ART AND NATURE STUDY PUBLISHING CO., Providence, R. I.

EDWARD E. BABB & CO., 25 Arch Street, Boston, Mass.
HINDS & NOBLE, 4 Cooper Institute Building New York City.

2. (a) Of how many members does the state senate consist; (b) for how long are they chosen; (c) by whom are they chosen?

3. Name three objects of the national constitution stated in the preamble.

4. State three ways by which a bill may become a law after having passed both houses of congress.

5. What at present is the chief source of national revenue?

6. In case no person receives a majority of the votes of the electoral college for president, what does the constitution prescribe shall be done?

7. (a) What is the chief duty of every government to its citizens? (b) What is the chief duty of every citizen to his government?

8. Give (a) the name and (b) the duties of each of the three great departments of government. (c) Why should the departments of government be kept distinct?

9. Distinguish between a republic and a pure democracy.

10. What danger is connected with the president's power of appointment?

SCHOOL LAW.

1. The law requires trustees to employ a janitor for the schoolhouse. Under what condition only can the teacher be required to perform such services?

2. How often and at what election are school commissioners elected?

3. State two additional qualifications that a legal voter at a general election may possess either one of which will enable him to vote at school meetings.

4. What is the time for the holding of the annual school meeting?

5. What is the limitation as to the business which may be transacted at a special school meeting?

6. To whom does the county treasurer pay the school money apportioned to a town?

7. During a term of school, who is responsible for the safe-keeping of the school register?

8. Who changes the boundaries of school districts when the trustees of said districts consent?

9. What officer appoints a trustee in cases where a vacancy has existed for more than thirty days?

10. Name a certificate which is signed and issued by the state superintendent.

Good Words for Pronunciation.

ate	inch	use	vex
eat	quit	zinc	crack
knack	frank	catch	flax
plank	grand	crash	slash
flange	scant	tract	scratch
lapsed	chopped	stamped	sprang
whence	trench	stretch	wreck
think	quilt	squint	fidget
strict	script	scrim	scrip
width	tenth	frost	modest

We present as our Supplement for this month a portrait of Ralph Waldo Emerson and his home.

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Lesson in Geography.

Note the fruits, spices, etc., in your grocer's store. Then fill the blanks in the following exercise:—

1. Raisins are imported from ——.
2. Oranges are imported from ——.
3. Cinnamon is imported from ——.
4. Pepper is imported from ——.
5. Coffee is imported from ——.
6. Tea is imported from ——.
7. Currants are imported from ——.
8. Rice is imported from ——.
9. Lemons are imported from ——.
10. Sago is imported from ——. —Western School Journal.

"Come to the Old Oak Tree."

The second verse of the song "Come to the old oak tree" was omitted in our June number. It is here given:—

Oh, see the dear little squirrel,
His home is in the tree.
Hush! Hush! do not scare him;
Now off he runs with glee.
Now good-bye to the old oak tree,
Where the little leaves dance so gay;
Good-bye, little squirrel, we'll come again
The very next pleasant day.

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Elephants That Count.

Mrs. Marie A. Millie has some "Stories of Elephants" in the St. Nicholas. Mrs. Millie says:—

"Of their marvelous mathematical precision and ability to count, no doubt can exist in the mind of anyone who has ever visited Mandalay, in Upper Burma. There large forests of teak are cultivated by the government for building purposes; and the squared timbers are placed and secured one above another till a raft is formed to float down the Irrawaddy for conveyance to various other stations. Elephants do the whole of this work. They convey the enormous logs down to the water's edge and pile them one above another, both lengthwise and across, till a perfect cube is formed. They show an intelligence and interest in their work that seems human, as any eye-witness can affirm who has watched an elephant at his loading, and then has seen him move a few paces to one side in order to judge of the effect of his work. If the appearance of the heap is not quite symmetrical, two elephants force the logs one way or the other with their trunks till they get the desired result; and the perfect evenness and symmetry of the finished cube is astonishing. They never miscalculate the number required for each cube, and never overweight it."

Beware of Ointments for Catarrh That Contain Mercury.

as mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., To edo, O., contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free.

Sold by Druggists, price 75c. per bottle.
Hall's Family Pills are the best.

The Banyan Tree.

It is one of the great sights of Calcutta to visit the two public gardens. One contains a fernery, in which there is a remarkable display of the choicest specimens of fern life. In another retreat is found a collection of orchids that interest intensely the lovers of that form of plant life, while along every walk and lining every driveway there are rare flowers and broad-leaved palms and a large variety of trees and shrubs that reach their perfection under the genial influences of a tropical climate.

The lawn in the Calcutta park is excellently preserved; the soft velvety spread of rich green is very attractive, and lends an indescribable charm to the scene. One matter always attracted my attention whenever the parks were visited: The great size of the trees. It was not so much their height, but their wide-spreading branches that seemed impressive. You have all heard of the great banyan tree, Ficus Indica, of Calcutta. It stands in the public garden on the banks of the river Hoogly. The tree is supposed to be the largest of the kind in the world. The wide-spreading branches of the trees of this class are supported by feelers dropping from the underside of the branches and reaching the earth, where they take root and act as supports to the branch, thus aiding it to shoot farther out from the main trunk. The tree thus becomes firmly rooted to the earth, and is able to withstand the terrific wind storms that would otherwise tear it from the ground or completely wreck it. This grand old tree has attained to the dignity of one of the wonders of the vegetable world. When I visited this park and approached the tree, I could but acknowledge a feeling of awe and wonder. There stood the venerable old tree that had defied the elements for many long centuries. Could it but speak, what a tale it would have of passing years, the rise and fall of nations, of trees and plants and flowers that have risen, come to perfection, and wasted away at its very base. However all that may be, there was the tree with its spreading branches and dense foliage. The supports of these branches appeared like colonnades. The grass underneath was worn off by the tread of many feet. The native gardener who was with us said it frequently happened that three large picnic parties would spread their lunches under the tree at the same time without in the least interfering with each other. —Vick's Magazine.

Keep Kindly Thoughts.

Do not drift into the critical habit. Have an opinion, and a sensible one, about everything, but when you come to judge people remember that you see very little of what they really are, unless you winter and summer with them. Find the kindly, lovable nature of the man who knows little of books. Look for the beautiful self-sacrifice made daily by some woman who knows nothing about pictures, and teach yourself day in and day out to look for the best in everything. It is the every-day joys and sorrows that go to make up life. It is not the one great sorrow, nor the one intense joy; it is the accumulation of the little ones that constitute living; so do not be critical of the little faults, and do be quick to find the little virtues and to praise them. So much that is good in people dies for want of encouragement. As I said before, have an opinion, and a well-thought-out one, about everything that comes into your life, but do not have too many opinions about people. Their hearts are not open books, and as you must be judged yourself some day, give them the kindest judgment now. —Ladies' Home Journal.

Receipt for Good Times.

Cheer up. Keep cool.

Joke as often as possible.

Put your best foot forward.

Have faith and struggle on.

Think of the sunshine of life, not its clouds.

Think, after all, how short life is, and make the best of it.

Walk erect like an honest man, not stooped over like a thief.

Consult Mark Twain rather than Burton's "Anatomy of Melancholy."

Pay your bills promptly, and that will help some other struggler in the battle of life.

Find one more unfortunate than yourself, and content will find the place of complaint.

Dress neatly—some men foolishly suppose the harder up they look the more sympathy they will receive. It is just the reverse.—The Select Friend.

Voyage to Europe.

To make it possible for people to visit Europe without the extravagant cost of the old methods has been an unsolved problem until now. Americans will not travel second class, and to go first class by the fast steamers means a cost of $200 to $300 for the steamer ticket alone, to begin with. The subject has been very carefully investigated and some new methods brought to bear, so that now the ocean voyage can be paid for at the rate of $6 per month, for the round tour to the Paris exposition, and $15 for English and Mediterranean voyage next season on monthly payments. No second class and no steerage carried on the steamers. This is an opportunity for the school teacher, physician, minister, merchant, etc., etc., to take a trip to Europe, which thus far has been an impossibility with many.

The cultivated and intelligent classes in America are perhaps better qualified to understand and appreciate the scenes and historical spots in Europe than any other class in the world.

The details of how the plan has been worked out are interesting, and the handsomely illustrated pamphlet of particulars, containing over 100 fine half-tone engravings, is sent free on application to the Postum Cereal Co., Limited, of Battle Creek, Mich.

Barry, the St. Bernard.

The hospitality and untiring humanity of the monks of the convent of St. Bernard have long been famous; and the fidelity and sagacity of their well-known breed of dogs, kept by them to assist them in their labors, have long been equally celebrated.

The most noted of all the dogs that have lived and striven and died in the service of the monks was named Barry. This faithful creature served the hospital for the period of twelve years, and during that time he saved the lives of no less than forty persons. His zeal was unconquerable. It was his custom, after a heavy fall of snow, to set out by himself in search of lost travelers. He would run along, barking at the top of his lungs, until he was entirely out of breath, when he would often fall over in the snow from sheer exhaustion.

No place was too perilous for him to venture into, and when he found, as he sometimes did, that his own strength was insufficient to draw from the snow a traveler benumbed by the cold, he would immediately hurry off to the hospital to fetch the monks.

One day Barry found a child frozen apparently to death between the bridge of Dronaz and the ice-house of Balsora. He began at once to lick him, and having succeeded by this means in restoring animation, he induced the child to tie himself to his body. In this way he managed to carry the poor little wretch to the hospital.

When he became too old to get about, the prior of the convent, by way of reward, pensioned him at Berney, and after his death his skin was stuffed and placed in the museum of that town, where it is still preserved.

The little flask in which he carried brandy for the relief of travelers whom he found exhausted in the snow on the mountains is still suspended from his neck.—Harper's Round Table.

Dogs That Can Tell the Time.

"The Street Dogs of Constantinople" is the title of an article in September St. Nicholas, by Oswald Garrison Villard. Mr. Villard says:—

"The instinct which enables these poor tramps to tell time is the most astonishing thing about these dogs—I mean their being on hand day after day at regular hours when the scraps are thrown out, and their never being much too early or too late. The superintendent of one of the great railway lines ending in Constantinople told me the most remarkable case of this I have yet heard. The Oriental express, the famous train from Paris to Constantinople, arrives, it seems, three times a week at a certain hour in the afternoon. When the train comes in there are always many dogs ready to receive it. Before the passengers have had time to get out, the dogs jump into the carriages and search everywhere, under the seats and in the corners, for the scraps of luncheon left by the passengers; and when they have found all the pieces, they go away. The remarkable thing is that they never come at any time except when the Oriental express is due; that they never make a mistake in the day, and always remember that between Friday and Monday there are two days and not one. They pay no attention to local trains, because little or no food is left in them, owing to the short rides the passengers take. Exactly this same knowledge of the time-table and of the difference between local and long-distance trains has been noticed at the station of the Asiatic railways in Scutari, across the Bosphorus."



The young man who starts in business life with a good athletic training back of him will be able to stand more than the man who has not had the same advantage. Nevertheless, if he overworks and neglects his health, he is likely to fall a victim to some fatal malady like his less fortunate brother.

There is only one safe road for a man to tread in the matter of health. That is the road of eternal vigilance. No man, no matter how strong he may be naturally, can with impunity neglect the little ills and indispositions of life. These little disorders are what make the big ones. When a man suffers from headaches and loss of appetite, feels drowsy and dull during waking hours, cannot sleep at night and is nervous and shaky at all times, he is in a dangerous condition. If he long neglects his condition he will find himself a very sick man. Dr. Pierce's Golden Medical Discovery is the best of all medicines for the many diseases that are caused by an impaired digestion and insufficient and improper nourishment. It creates a hearty, healthy appetite; it makes digestion and assimilation perfect; it invigorates the liver and purifies and enriches the blood. It is the great blood-maker, flesh-builder and nerve tonic. It is the best of all medicines for nervous disorders and it cures 98 per cent. of all cases of consumption, if taken in its earlier stages, before the lungs are too far wasted. For chronic, bronchial, throat and nasal affections it is an unequaled remedy. An honest dealer will not suggest some inferior substitute.

Rev C. M. Lemond, (P. O. Box 207), Quanah, Hardeman Co., Texas, writes: "I write to say that during the late trouble between the States it became my duty as well as privilege to speak in the open air at night, which produced slight hemorrhages and loss of voice from which I have suffered more or less for a number of years, until that God-send 'Golden Medical Discovery,' given to the world by the inventive and scientific brain of Dr. R. V. Pierce, was obtained. After six bottles had been used the pains and aches in my lungs began to give way, and now I feel that, with a judicious course of life I may live many years. I thank God for giving to the world a man who has done so much for suffering humanity."

Thoughts.

One should speak well and act honorably: the one is an excellence of the head, the other of the heart, and both arise from nobility of soul.—Philosophy of Gracian.

It's a sign of a noble heart dowered with patience never to be in a hump, never to be in a passion.—Philosophy of Gracian.

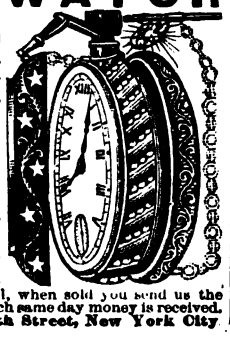
Actions are the stuff of life, words its frippery.—Philosophy of Gracian.

A man's manners are the mirror in which he shows his portrait.—Goethe.

Kindness is the sun of life, the charm to captivate, and the sword with which to conquer.—Carlyle.

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Snap.

There is no place in the world where *snap* is more needed than in the schoolroom.

Snap is needed on your way to school. Set an example by the way you move along; walk with head and shoulders thrown back like a man, and a cultured man at that.

Snap is needed to make your personal appearance as becoming as possible. Your clothes and shoes should be nicely brushed, your linen white, your nails carefully cut and clean, hair properly arranged, teeth brushed, thus showing that upon you education has had its proper effect.

Snap is needed in your school work. Don't sit in your schair for an hour at a time, but stand, and when you stand, stand properly; don't lean against the side of the room, door, or desk. Stand erect.

Snap is needed in conducting your classes. Have your pupils walk properly, sit properly, stand properly, and recite properly.

Snap is needed when disorder begins. Repress it at once. Disorder originates in one person, find him and put an end to his disturbing influence.

Snap is needed in pursuing your study of your profession. Don't lie stagnant and unprogressive. Select something and go at it. Don't forget to take hold of current events. Discuss these with your pupils day by day. In short, have *snap* enough to be a live, progressive teacher, instead of a dull machine.—*The Canadian Teacher.*

Chips for the Teacher.

Always have your way as regards school matters. The teacher is poor, indeed, who is not as well informed regarding school matters as parents. Be kind and courteous, but firm.

Don't be filled with the idea that a little flurry during work is a breach of discipline.

Get your pupils to act as co-workers. If possible, devote some of your time to play-ground pleasures.

If, after punishment, a pupil acts at all stubborn or contrary, the punishment is worse than nothing.

Teachers, your discipline should be extended to the playground and all school belongings.

Never put off till to-morrow what you can do to-day.

Never trouble another for what you can do yourself.

How much pain the evils that never happen cost us. Don't worry; it doesn't pay. Take things always by their smooth handle. Don't punish when in anger. Be a teacher, not a master or keeper.—Normal Instructor.

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The design of the stamp is engraved on steel, and, in the printing, plates are used on which two hundred stamps have been engraved. Two men are kept busy at work covering these with colored inks and passing them to a man and girl, who are equally busy printing them with large rolling hand-presses. Three of these little squads are employed all the time. After the small sheets of paper containing two hundred printed stamps have dried enough they are sent into another room and gummed. The gum used for this purpose is a peculiar composition, made of the powder of dried potatoes and other vegetables mixed with water. After having been again dried, this time on the little racks fanned by by steam power for about an hour, they are put between sheets of pasteboard and pressed in hydraulic presses capable of applying a weight of two thousand tons. The next thing is to cut the sheets in two; each sheet, of course, when cut containing one hundred stamps. This is done by a girl, with a large pair of shears, cutting by hand being preferred to that done by machinery, which would destroy too many stamps. They are then passed to another squad of workers, who perforate the paper between the stamps. Next, they are passed once more, and then packed and labelled and stowed away to be sent out to the various offices when ordered. If a single stamp is torn or in any way mutilated, the whole sheet of one hundred stamps is burned. Not less than 500,000 are said to be burned every week from this cause. The greatest care is taken in counting the sheets of stamps to guard against pilfering by the employees, and it is said that during the past twenty years not a single sheet had been lost in this way. During the process of manufacturing the sheets are counted eleven times.

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Dean Swift is credited with "Bread is the staff of life."

It was Keats who said: "A thing of beauty is a joy forever."

Franklin is authority for "God helps those who help themselves."

"Man proposes, but God disposes," remarked Thomas a Kempis.

"All cry and no wool!" is an expression found in Butler's "Hudibras."

"Variety's the spice of life" and "Not much the worse for wear" were coined by Cowper.

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School Savings Banks.

To France belongs the honor of originating the school savings bank idea. In 1834 M. Dulac, master of the common school in Le Mans, opened a bank wherein his pupils might deposite their odd centimes. Twenty-three years later, M. Francois Laurent, professor in the University of Gand, introduced the banks into the schools of that place. After this, the idea spread rapidly, until to-day it is fostered by the governments of France, England, Germany, Belgium, Austria, Brazil, and Italy, and it has been introduced in Spain, Japan, and other countries. The best test of the system has been in France. From last report, 1890-91, 478,173 French scholars have an open account in their name with the savings banks, and the total sum of these small deposits aggregate $536,662. This represents the savings, in sums of less than $1, of the children of artisans and laborers.

As early as 1875, Vice-President John Pomeroy Townsend advocated the idea in his history of the Bowery savings bank, and in papers read before the American Social Science Association. About the same time S. T. Merrill of Beloit, Wis., undertook to introduce penny banks into the public schools.

The practical introduction of this system into the public schools of America should be attributed to the untiring efforts of J. H. Thiry of Long Island City, N. Y. An Americanized Frenchman, deeply interested in popular education, and in all philanthropic movements, he has devoted himself during the past eight years to the making of thrifty, economical men and women out of the school children of to-day. While school commissioner, on March 16, 1885, he introduced the system, which he had previously carefully elaborated, into one of the buildings under his jurisdiction. The innovation instantly found favor with the pupils, parents, and school officials, and it was soon adopted in all of the twelve buildings at Long Island City. Rutland, Vt., was the first to follow Long Island City, adopting the system in February of the next year.

The rules and regulations for the governing of the banks have been carefully elaborated and frequently revised, as experience and practice seem to dictate. In this work Mr. Thiry has been greatly aided by being in constant touch with the schools of Long Island City, where the system has been in largest and most successful application. The operation of the system is, in the main, as follows: When the teacher calls the roll on Monday morning of each week, the pupil whose name is called goes to the teacher's desk and gives to her the amount he wishes to deposit. The teacher sees that this is correct, and writes the amount in her roll-book, and also on the deposit card of the pupil, unless he has already written it there in ink, in which case she sees that the amount is correct. If the pupil has nothing to deposit, he simply says "Nothing," and the teacher marks his attendance. As soon as the calling of the roll is finished, the teacher adds up the column of the day, sees that this balances with the amount received, and sends the money at once to the principal in a sealed envelope, endorsed with her name and the amount enclosed. With this, her liability ceases. Experience has shown that all this takes from twelve to fifteen minutes once a week, for a class of fifty scholars. In addition to this, every month, or longer period, as may be agreed upon, the teacher sends to the principal a list of the pupils who have deposited fifty cents or over since the last report, with the amounts to their credit. This list is sent to the bank and entered on the bank books to the individual credit of the pupils. Each pupil whose deposit equals one dollar receives an individual bank book, which is kept by the principal of the school. Once each month this book is given to the pupil, and can be taken home by him for examination by his parents. It is to be returned at the next school session. Sums of less than fifty cents are kept on the teacher's books till they equal that amount, when they are sent to the bank as before. The bank officials credit the extra money, not credited to individual scholars, to a general school account. The principal receives the money from the several rooms, and at the first convenient opportunity counts it, sees that it is correct, and carries or sends it to the bank in which the school funds are deposited. The details for this will naturally vary with every school. This amount is credited by the bank each week to the school fund. At the end of the month, or longer period, the principal sends to the bank the individual lists received from the teachers, with the deposit books of pupils having more than one dollar to their credit. The bank officials enter on their books the amounts due the individual depositors, such amounts being withdrawn from the general "school fund." An error in any part of the process would be at once discovered by the bank officials, and could be easily traced back to the teacher's books and the individual deposit cards of the pupils. The bank returns the individual books to the principal, with the new books of those whose deposits have reached the one dollar limit, and they are held by him. The child can withdraw his money at any time on his own application, signed by parent or guardian, and endorsed by the principal of the school. The application must be accompanied at the bank by the individual deposit book of the pupil, which can be obtained from the principal. During the summer vacations the deposit books are delivered to their individual owners, who can deal, during this period, directly with the bank. Applications for withdrawing money should be signed by the parent, while the cashier acts in the place of the principal. At the re-opening of the schools, the bank will furnish the principal an account of the school fund deposits and withdrawals, in order that the books of the bank and of the school may balance.

Seeds.

Study carefully a bean pod and its beans.

Describe the pod in its external aspects, as to size, form, color, and other physical peculiarities. Make a drawing of the pod.

Open the pod and note how it opens, the "sutures" and valves.

Study one bean. Note how it is attached to the pod.

Peal off covering of seed.

Into how many parts does the bean separate?

Study carefully the embryo, examining its parts under the microscope.

Compare each of the following with the bean:—

Red Maple.	Peas.
Silver Maple.	Flax.
Norway Maple.	Indian Corn.
Ash.	Oats.
Four-o'clock.	Barley.
Castor-oil.	Sunflower.

Terms used in describing surfaces of seeds:—

Margined	or marginate.
Winged	or alate.
Smooth	or glabrous.
Wrinkled	or rugose.
Striate	or ribbed.
Reticulate	or veined.
Punctate	or dotted.
Alveolate	or pitted.
Tuberculate	or tubercled.

A Chestnut Bur.

See this chestnut bur. It is soft inside like velvet. On the outside it has sharp prickles.

Three little chestnuts used to live inside. This bur was their house. It was a good house for them. It took good care of them. Is that not queer?

Did you ever hear of a house taking care of the people inside? That is what this house did.

It kept them shut up safe from harm, till they were ready to come out. The sharp prickles kept people away.

Neither could little Bunny come to get the chestnuts. When they were ripe, Jack Frost opened their houses. Then out they jumped.—M. Florence Bass, in Nature Stories.

The Best Reward.

The best reward of patriotism is a grateful appreciation.

A traveler recently sought out the grave of Lafayette in the grounds of an ancient convent in the old part of Paris, and was surprised and pleased to find floating above it the Stars and Stripes. Many years ago an American left in his will a sum of money to be used for the purpose of keeping an American flag always flying above the grave. The bequest has accomplished its purpose, and whenever a flag becomes worn and faded, a new one takes its place.

For centuries to come the flag of the country that Lafayette aided in its earliest struggles for liberty will wave above his grave, an emblem of that country's gratitude.

One of the tenderest of Abraham Lincoln's traits is preserved—and with it the remembrance of a heroic mother—in a letter, read aloud at a Memorial day service lately, and addressed to Mrs. Bixby, Boston, Mass. It ran thus:—

Executive Mansion, Washington,
November 21, 1864.

Dear Madam: I have been shown in the files of the war department a statement of the adjutant-general of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering you the consolation that may be found in the thanks of the republic they died to save.

I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom. Yours sincerely and respectfully,

ABRAHAM LINCOLN,

Such expressions of gratitude are better than the costliest of marble monuments.—Youth's Companion.

Lessons in a Railway Guide.

In many schools a little time is given at least once a week to the study of the newspaper. A teacher appoints different pupils at the beginning of the week to look up general news, new inventions, local events, etc., and clippings are brought in by the pupils.

This is not new, but worthy of repeated trials.

Not until quite recently has the railway guide been studied in the schoolroom. This may at first be regarded as an odd lesson. Yet, in some of the English schools, "Bradshaw's Railway Guide" is a text-book, and in several of our schools the idea is given prominence. It is practical; for, many an older person is bewildered at the columns of "Leave"—"Arrive," the short, single, black lines, the short, double-lighter lines, the "little stars" and hands pointing up and down, and references to "connections," etc. Carefully studied, it is so plain, and once clearly understood, will always be easily read.

Ask the pupils to bring their "A. B. C. Pathfinders." Then have a few lessons and a few problems:—

What is the quickest time from Boston to New York?

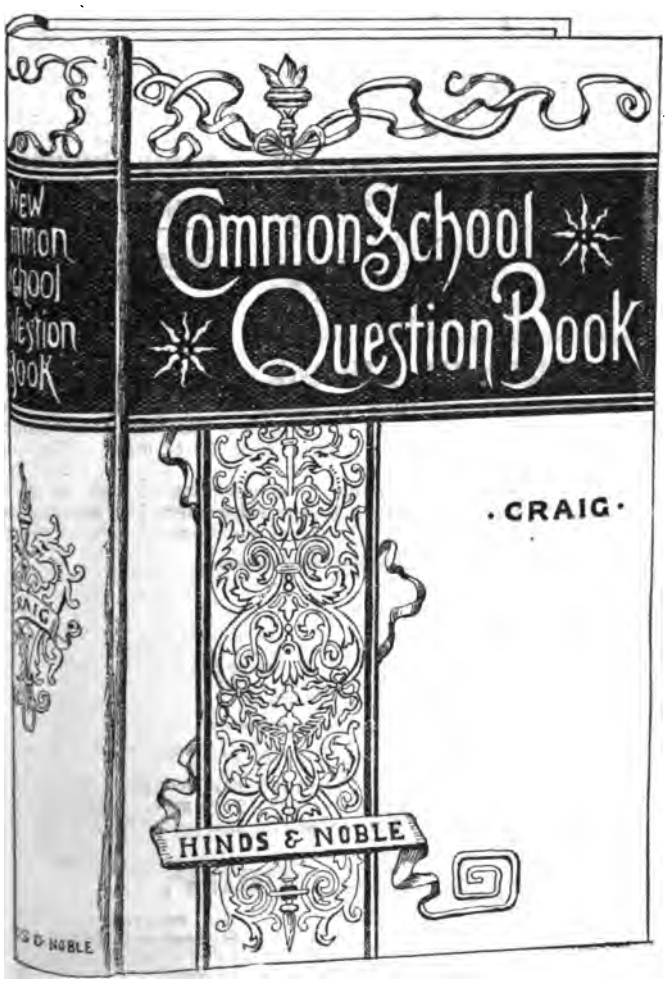
What is a most desirable route from New York to San Francisco?

How long a time must I allow for going from Boston to St. Paul?

Here is a problem given in an English school one day:—

"A student at Cambridge hears that his uncle in Birmingham is dangerously ill, and cannot, in all probability, live longer than five hours. How can the student reach Birmingham in time to see his uncle before the time has passed?"

Practical examples should be given, and the study of a railway guide is an excellent educator.—Ella M. Powers, in Teacher's Institute.



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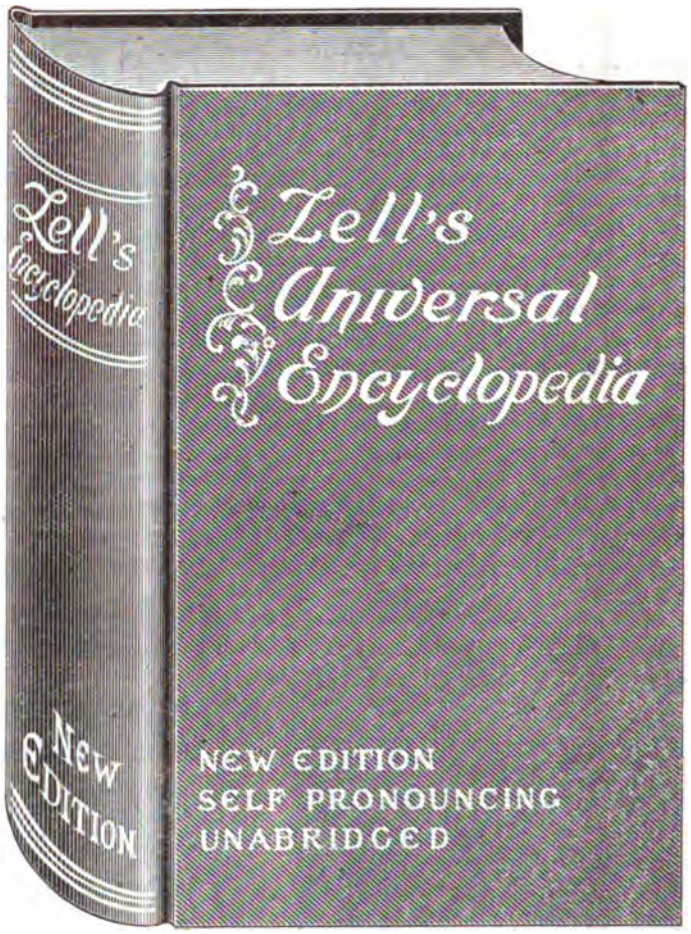
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Get, Give, Get.

To give is the teacher's life. To minister to the children's needs, one's very self must be given. Severe is the draught upon brain, muscle, and heart. Yet day after day and year after year one must give freely.

To understand child-nature, the teacher must enter into the life of the child. This means self-surrender; time must be given for study, preparation of lessons, general culture, and rest.

Is the teacher's work all drudgery? What is there to show for the hard year's work? If work is a drudgery, we may be sure there is a demand for more getting, either of knowledge, of strength, or of inspiration. We cannot give of these unless we renew the supply. Giving involves getting.

What is to be done? This is the question that confronts us at the close of the year—a wise question. If strength is spent, have we wisely used our energies? Should a teacher beginning the work in fair health find her physical strength seriously impaired as the years go on? No, not if she wisely economizes her forces. It is worry that kills, not work.

Be serene. Hurry, worry, and flurry do not further the cause. Children are quick to feel and be influenced by the teacher's manner. "As teacher, so the school."

The assurance of being well prepared for teaching lightens the work of future years. The best possible preparation, then, is the only wise course. Thorough college and kindergarten training should be required of every teacher. With such a preparation, one has more to give out and greater power to get, with less waste of physical strength.

One must be ever getting. This is a progressive age. The vacation time should be spent in rest and study. Too often it is true that teachers can do nothing but rest. If one were not a physical wreck at the close of the year, a portion of time spent at a summer school would be rest—the rest that fits one for the coming year.

Good health is essential to the successful teacher. What a different world this seems when one is well. It is the teacher's duty to keep well.

Fathers of Great Men.

George Washington's father was a farmer.

The father of Samuel Pepys was a tailor.

Shakespeare's father was a wool merchant.

Lincoln's father was a poor farmer and laborer.

Emperor Diocletian was the son of a slave.

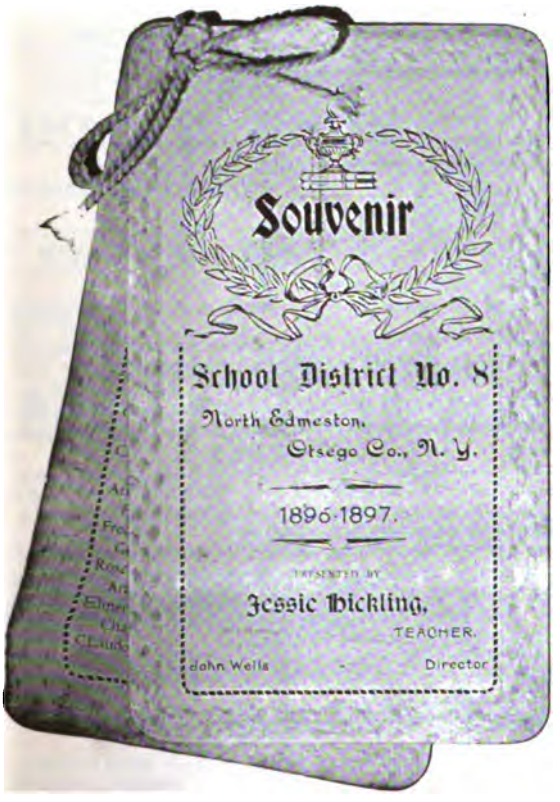
Cardinal Antonelli's father was an Italian bandit.

The father of Martin Luther was a peasant and a woodman.

Benjamin Franklin was the son of a soap boiler, and was himself a printer.—Earth and Man.

Attention is invited to the new advertisement of the Lord Manufacturing Company, manufacturers of the "Combination" blackboard, eraser cleaner, and pencil sharpener, at 125 Water street, New Haven, Conn. It is claimed that the "Combination" eraser cleaner works well and quickly, throwing the dirt far away from the cleaner. The most unhealthy and disagreeable task about a schoolhouse is the cleaning of the erasers. Crayon dust is poison to eyes, skin, throat, and lungs. The usual method of cleaning erasers, by slapping them together, is unsatisfactory and slow, besides subjecting the cleaner to the liability of contracting sore eyes, eczema, asthma, and other diseases. Being such a disagreeable task, the erasers in most schools are not cleaned as often as they should be, hence the blackboards get smutty, and when work is erased a great dust is raised to be breathed by teachers and pupils. Any bevel may be obtained. The drawing teacher will find this machine a boon. Leads blunted, needle-pointed, lathed bare or shouldered, as desired. Some pupil having a little mechanical ability should do this work. A nicely-sharpened pencil is conducive to good work. This machine is strong and almost unbreakable; weighs about twelve pounds when boxed. It is intended for schools, and was patented and is owned by a teacher who saw the utility of an eraser cleaner, and the demand for a pencil sharpener that would do the work well and quickly.

Elegant Gifts for Christmas or Close of School.



THAT teachers are unusually quick to appreciate any new thing of real merit, is again proven by the extent to which they purchased and the manner in which they endorsed our Souvenirs during the past year. Nearly 10,000 teachers purchased them for their pupils during this period!

The custom of giving pupils some little token at Christmas or close of school is an excellent one, and teachers everywhere observe it. It has been, however, difficult to secure appropriate gifts—something attractive, which would be kept, without too great cost. The want is supplied by

Our School Souvenirs.

They are neat, novel, attractive, and as they contain the name of the school date, teacher's name, together with the names of pupils, they will be highly prized and always kept as real Souvenirs. These Souvenirs consist of two cards tied together with silk cord. On the face of the first is printed the name of school, town, teachers, date, officers, etc., as desired, in the brightest gold letters, and on the second the names of the pupils. Heavy embossed cards are used and the Souvenirs are gotten out in a highly artistic manner. Where two cards are not sufficient, additional cards are attached so as to accommodate all the names without crowding.

As Christmas Gifts

they have no equal, as every teacher wishes to provide for each pupil, though necessarily at as slight a cost as possible. Many found these Souvenirs particularly suitable for Christmas gifts last year. They may be just what you want this year. Order early. We were over 1,000 orders behind at Christmas time last year, though a large force worked night and day.

Number to Order.

Order at least as many as there are names of officers, teachers, and pupils to be printed upon them, and as many more as you wish. State definitely the number you wish, and send, plainly written, the matter you desire printed on the face of first card, together with the name of each pupil. Be sure that names are correctly spelled and plainly written.

When to Order.

Orders can be filled the day they are received, but should be sent a couple of weeks in advance, if possible, to avoid delay. One sample Souvenir free to any address.

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16 :	$1.05	21 :	$1.29
17 :	1.10	22 :	1.33
18 :	1.15	23 :	1.37
19 :	1.20	24 :	1.41
20 :	1.25	25 :	1.45

Additional ones 3c. each. In ordering quantities in excess of 25 send $1.45 for first 25 and 3c. each for all over that number. Number of Souvenirs ordered must equal number names printed. Sent postpaid on receipt of price.

The above cut is about two-thirds actual size of the Souvenirs.

Teachers Improvement Co., Box 2009, Dansville, N. Y.

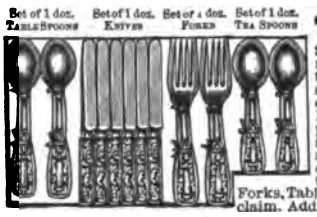
How Grant Became U. S.

Up to the start for West Point, Grant had been Hiram Ulysses Grant. The young traveler required a trunk, and Thomas Walker, a local "genius," was the man to make it. He did so, and, to finish it off, he traced on the cover, in big brass tacks, the initials, H. U. G. James Marshall, Ulysses' cousin, went to help him carry the new trunk home. Ulysses looked at the big glaring letters. "I won't have that so," he said. "It spells 'hug'; the boys would plague me about it." And he thereupon shifted the middle of his name and became Ulysses H. Grant, and so he went forth into the world.

He registered at Roe's hotel, West Point, on the twenty-ninth of May, as "U. H. Grant," and the same day reported to the adjutant, George G. Waggaman, deposited $48, and signed his name Ulysses Hiram Grant. His name as reported from Washington, however, was U. S. Grant, and the error arose in this way: The Hon. Thomas Hamer received the letter of Jesse Grant only the day before the close of his term, and, being much hurried, sat down at once and wrote to Secretary of War Poincett, asking for the appointment of his neighbor's son. He knew the boy's name to be Ulysses, and, inferring that his middle name was Simpson, so filled in the application, and thus it stood when Ulysses faced the adjutant.

He asked to have it changed, but was told it was impossible without the consent of the secretary of war.

"Very well," he said, "I came here to enter the military academy, and enter I shall. An initial more or less does not matter." He was known to the government hereafter as U. S. Grant.—Hamlin Garland, in McClure's Magazine.



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"The Beacon Teachers' Agency," with offices in Tremont Temple, Boston, will hereafter be known as "The Merrill Teachers' Agency." There will be no change in management, however, as P. I. Merrill, who established the Agency four years ago, and who has been its successful manager during that time, will continue to be the proprietor.

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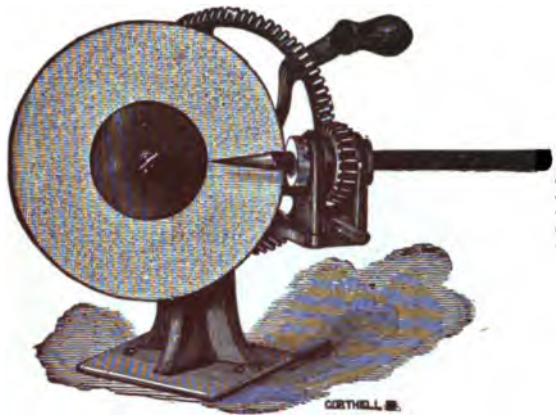
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 3. NOVEMBER, 1897. A. E. WINSHIP, W. E. SHELDON, } Editors.

Mr. Winship's Conversations.

THE primary school must leave something interesting for the intermediate grades to do. The present tendency is for the teachers of grades 1, 2, and 3 to put in a little of everything in literature, science, nature, art, and numbers, giving sample fruit from the top of the basket, leaving the less desirable specimens to be disposed of in grades 4 and 5.

To change the figure, the lower grades make a charming spurt to show the "pace," while grades 4 and 5 must strain every nerve and exhaust the breath in trying to keep up the pace. Or to change the figure again, the lower grades show a beautiful crop to be harvested, while grades 4 and 5 must "sweat at the harvesting."

The articles on "Geography by Grades" by Mrs. Mary R. Davis, which began in the American Primary Teacher in September, will be continued through the year. They are among the most useful articles we have used. They are not only the best in theory, but they are carefully winnowed by five years' use in the training school, and Mrs. Davis did not present this work in print until she ceased to find occasion to modify it materially in the hands of inexperienced training school teachers as they taught in the schools under her direction.

"Time allotments" in seat work in arithmetic, and not a number of examples to be performed or problems to be solved, should be the teacher's standard of assignments. On the "number of examples or problems" plan one child will have to work four times as long as another, which is unjust, for he cannot afford the time for it. In "time allotment" he will get his work done in the same time, though there is less in amount. The slow child loses courage and power in the extra time he struggles with his work.

Be patient with yourself and your surroundings till spring. There will be comparatively few promotions before April, and no one knowingly promotes one who emphasizes dissatisfaction with the present position. Every principal and superintendent is looking for the woman who will be happy in the position he has to offer, and he has no confidence that any teacher will be who is "growling" or "kicking" where she is.

Arithmetic is primarily seat work, rather than class work. There are some things in the beginning of each subject in arithmetic that must be introduced by class work, but with the general principles and methods understood the inevitable practice which matures the habit of accurate and reasonably rapid application should be seat work in all grades. This will save much time for the "new things" to be taught.

The Massachusetts state normal schools had fifty-four per cent. more students in the entering classes this year than last. Did any other state ever have such a record? Certainly, the colleges and academies never had. In no other state is it insisted that students entering the normal schools shall be graduates of good high schools, and, beyond that, pass an examination.

November is one of the best months for the earnest evening reading of teachers and pupils. The evenings are long, and the vigor resulting from vacation is not yet expended. There is great liability of deferring earnest reading until after Christmas. Those who do this usually defer it altogether. There is literally no time like the present for this work.

The cheerful teacher stands a hundred times the chance for promotion that the uncomfortable teacher has. There is a popular saying that the teacher who wants everything different has reached a place in her experience in which nothing will ever be advantageously different.

December is the month for the special study of evergreens, with the holly in the foreground, as November is the month for the study of vegetables,—the pumpkin and squash, the roots of the carrot, turnip, beet, and parsnip, and of the winter fruits.

Many normal schools now offer special lectures or courses on Saturdays for teachers at work the rest of the week. In most cases this is without expense to the teachers. The normal schools, so far as possible, will do well to establish such courses.

If you ever care to know what has been written upon any phase of education, consult Will S. Monroe's "Bibliography of Education" in the "International Education Series," by D. Appleton & Co., New York. It is in all libraries.

This number of the American Primary Teacher is a sample of the good things in store for our readers. Each issue will be better and better, all the year. Tell other teachers how good this paper is for teachers in their daily work.

The Massachusetts institutes have been more largely attended than usual, and the programmes are broader than they have sometimes been.

Whatever you may think of professional "Child Study," you cannot afford to neglect the study of the child that needs special attention.

The December number of the American Primary Teacher will contain by far the best Christmas exercise I have yet seen for primary school use.

THE SPIRIT OF NOVEMBER.

BY ELIZABETH F. KEYSOR, MANKATO, MINN.

"...The book of Nature
Getteth short of leaves."

THE languor and dreaminess of hazy Indian summer is over, and the cool, bracing atmosphere of November is here again, giving to every one a real longing for something of hard work to do. The glorious days of September and the golden ones of October were full of spirit and delight, and much of the time was spent out of doors learning the lessons of nature. But grave November does not woo us so lovingly and persistently, so now seems the accepted time for the beginning of the hard intense work of the year.

The rather dull and saddening spirit of these seemingly cheerless days should by no means pervade the schoolroom, but should be kept out by interesting games, cheerful books, and bright stories.

After the long, warm summer the cool, bracing air acts as a tonic, and every one feels alive with new life. The children will need opportunities to work this off, and frequent physical exercises will be found a necessity.

During all the beautiful days that have gone the thanksgiving spirit of this famous month has been slowly and silently worked toward, and the children have been led to see the reason for, thanksgiving in the plentiful abundance about them. The inspiration of thankfulness is not acquired at once, but is of slow growth and in exact proportions to the appreciation of what is enjoyed. The children should be taught to observe nature's plan in bringing the summer's work to perfection; the abundant harvest and the ingathering of the same, and that it is not a matter of chance, but the working out of a divine plan for their growth and happiness.

Make this month a festival of story telling, and begin early in the month, so that none of the desirable stories will have to be omitted. No matter how small the children, tell them the Puritan stories, painting dramatically the parts played by the Indians, especially at the first Thanksgiving dinner. The children can understand enough to make it worth the telling, of the oppressions of the Puritans in England; their voyage to Holland; their reception and life there; their reason for leaving; then their long, stormy and perilous voyage across the great ocean in their frail ship, the Mayflower.

The hardships and privations they suffered after landing; their trouble with the Indians; the long, cold winter; the scanty supply of provision, and the sickness and death of many of those brave people, will all be lived and appreciated by the children if told in the right way, with spirit and the assurance of its being a true story. "Little Ruth Endicott" and her hard-earned gold beads should by no means be omitted, neither that of the friendly, good Indian, Squanto, nor of sturdy Miles Standish.

These story-telling festivals, however, will scarcely be complete if the beautiful and suggestive myth of Ceres and Proserpina is omitted, or that of Bacchus is perhaps equally good.

The children will now have grown quite independent in their reading by reason of their increasing vocabulary. They have unconsciously learned many words which have necessarily repeated themselves in the nature lessons. They read naturally, and with expression, for it is their own thoughts that they have been giving to others.

Their ability to read script recommends the introduction to print. This may be accomplished in a few lessons, if the few lessons are devoted to that one end. First present a given lesson in the usual script form and have it read. Then introduce the same lesson in print and have the children compare with regard to similarities and differences. Have them select the words from the print corresponding to the chosen one in script. Then have the lesson reread from the books. A few lessons, and they will be able to read print with perfect ease.

It seems wise to have no blackboard printing, for it cannot be like press work, no matter how skillful the teacher, and the children would then have three forms rather than two to learn.

The great cry in the primary grades to-day is to read, read, read, and the children, in general, do read and read well. The generation in the primary schools to-day ought certainly to be accomplished and intelligent readers, at least.

Some of the thanksgiving stories may be utilized in the reading work, but care should be exercised that it be carried not too far. The hash and rehash of a story in the reading work is often of little value, and certainly robs it of much of its beauty for the children. They love the story for the story's sake, and let them have plenty of such in this their first school experience.

This month should also bring to notice nature's preparation for winter, in the careful wrapping of the buds and in the protection of the seeds; the use manifest in the fallen leaves in keeping warm and alive the roots of the flowers and trees.

In the animal world the same careful preparation is seen. Many of the animals prepare their winter homes and store away sufficient food for several months. Others migrate to warmer climes, and still others bury themselves and lie dormant until the warm spring sun awakens them.

The study of the birds is another delightful line to follow through the year, and this month will witness the flight to warmer climes of many of them. Then note the ones who stay through the winter and also those who come, and talk also of their food and homes.

Even this grave, dull month has much of interest in it for study, both indoors and out, and the real common sense teacher will give the needed impetus to the work.

There is very little, if any, light literature that the teacher can afford to read from now to April, just as there is little heavy literature that she can afford to read in May or June. Reading now should be in earnest.

LITERATURE FOR NOVEMBER.

BY ELLA M. POWERS.

LOUISA MAY ALCOTT.

THE children are always interested to know about Louisa Alcott; for was she not called "The Children's Friend"? A short talk about her childhood and girlhood days, with a sketch of her later years, will be appreciated by the pupils who already love "Little Women," "Little Men," and "The Old-Fashioned Girl."

When but a child she would scribble imaginary stories on scraps of paper. Such wonderful stories as she would tell her dolls! When a little older, she would invent, write, or read marvelous tales to her little friends.



L. M. Alcott.

[Used through courtesy of Roberts Brothers, who publish Miss Alcott's works.]

The Alcotts had many homes, but the first one for Louisa Alcott was at Germantown, where she was born November 29, 1832. After a time the family came to Boston, then to Concord, Mass. To the children the old house in Concord was delightful, with the garden of trees and the old barn. What jolly games and tragic little plays were indulged in out in this old barn! The Emersons, Hawthornes, Goodwins, and the four Alcott children were the principal characters. "Jack and the Beanstalk" was their favorite play.

Again, they would act out "Cinderella," and then Louisa would be dragged out of the barn on top of a huge yellow pumpkin for a golden chariot.

Sometimes the children were pilgrims; then with canes, scrip, and staff they would journey over hills and meadows, recalling "Pilgrim's Progress." Roman soldiers would be chosen for another play, and twigs were their guns. Sometimes with long turkey feathers and black and red paint they would be Indians, and again the Concord people would be surprised to see fairies with paper wings flit by their houses. Once they had a strawberry party and invited Mr. Emerson, who was a great scholar, writer, and philosopher, but, best of all, a dear friend. These were very happy days. In "Little Women" we may read of these days; for the little women were the Alcott girls. While the children were happy, there were many struggles and disappointments to meet; for the Alcotts were poor. At one time they gave away their dinner, at another their wood, and at times they hardly knew how they were to keep warm, and how they would live. "Generous, poor, happy, and bright," said a stranger who passed an afternoon with the Alcott family.

When Louisa was eight years old she wrote a poem about a half-frozen, starving robin which she sheltered and nursed one winter's day.

She showed these verses to her mother, who was pleased and said, "You will grow up a Shakespeare."

Her studies were under the direction of her father, who was a scholar and a wise teacher in many respects.

At last Louisa Alcott realized that she must work, must earn money for the family, so the plays, the romps, and fun were given up, and she made her plans. Now the days were filled with hard work, for she sewed, did housework, taught school, and wrote stories. Many nights she would write long after midnight, when her hands, her head, and her heart ached. In all these days of struggle she determined she would be a writer.

At last, editors took her stories, printed them, called for more, and paid her for them. Then she was happy and the old house was merry. There was now a new carpet, a warm shawl or slippers for her mother, a new coat or cherished book for her father, a gay ribbon, pretty hat, or drawing lessons for her sister. Every one was thought of but herself. She wished for nothing but the pleasure of bringing happiness to the dear people at home.

When Miss Alcott was twenty-nine the war broke out, and how brave she was! "If I cannot fight, I can care for those who do," she said, so she went to nurse the "Boys in Blue" in the hospital at Georgetown. After watching, cheering, and ministering to the soldiers, she, too, became very sick and returned home.

In a book called "Hospital Sketches" she has told us much about this life. This book was widely read, and her reputation as a writer was made.

At last she was able to pay all the family debts, and give to them the comforts she had always longed to bestow. She could now smile upon the old days of struggle and poverty.

Now she enjoyed trips to Europe, visiting old places and meeting famous men and women.

The children in both Europe and America were reading her books, "Little Women," "Little Men," "Under the Lilacs," and others.

Without wealth, she had made a name, and under difficult circumstances had lived a great and beautiful life.

JOTTINGS FROM THE SCHOOLROOM.

BY M. A. L.

MUSIC.—Sing the national songs until every child knows "The Star-Spangled Banner," "America," "Hail Columbia," and "Columbia, the Gem of the Ocean." Very few of our school singing books contain all of these national airs, but the tunes are familiar to nearly every child, and the words can be written upon the board and copied in the pupils' composition note-books. Experience proves that children enjoy singing these songs more than any others.

If Keller's "American Hymn" and "To Thee, O Dear, Dear Country" can be added to this list, your school will be equipped with a repertoire of songs that they will sing with spirit five mornings out of every week.

The music lesson may be made a grand period in which to teach prompt obedience and concentration of mind. Every eye should be fixed upon the leader at the first note, and nothing but perfect submission to the will of the wielder of the baton should be accepted by the music teacher. Great concentration of mind is necessary in order to give each note and rest its proper value, and to give the proper shades of expression.

Prompt Obedience.—Speaking of prompt obedience reminds me of what was told recently by a teacher who received pupils from two schools of the intermediate grade. The pupils which came from Miss A were never ready to perform any work at the instant the command was given. They had not been trained to obey promptly. Miss B's pupils were always ready. At the signal "Prepare to stand," they were alert, and every eye was fixed upon the teacher's lips. They arose as one person. At "Forward, March" every left foot went down at precisely the same second.

Some one says: "That is too much work. It does not pay." Indeed, it is not half so much work to get a hundred pupils at their tasks when they have been trained to prompt obedience as it is to get that number at work if they have been allowed to obey when they choose to do so.

Reading.—The teacher should insist upon each pupil's reading at least one really valuable book each term. If the pupils are told that they are to write compositions upon these subjects at the end of the term, they will eagerly and thoughtfully read any book suggested by the teacher.

In the city of Rutland, Vt., over 1,000 volumes were taken into the schools from the public library during the past year. None of these volumes were fiction.

Correcting Papers.—Have all work corrected while that work is fresh in the pupils' minds. A paper in which errors occur is very seldom corrected by the pupil if the paper is not returned until the pupil has passed to another subject.

Much written work can be corrected at the time of recitation, by having the papers exchanged and corrected by the pupils.

Ideals.—No school in which there is not a high ideal can rise above mediocrity. Strive for perfection. You can never reach it, but you can work up towards it. Remember, in working towards the ideal, that you are working with very real flesh and blood children. Do not expect too much, but work for more and more.

Literature.

[Arranged for the Saginaw Michigan Public School by Superintendent E. C. Thompson.]

GRADE III.

LITERATURE.

Myths.—Review work of preceding grades.
The Study of Moses. [Bible.]
Aristaeus.
Fables.
Philemon and Bauces.

Greece.—How Robin got his Red Breast.
How People used to tell Time.
Hercules.
Bellerophon.

Rome.—Ariadne. [Catullus.]
Atalanta's Race. [Ovid.]
Country and City Mouse. [Horace.]

The Brownies.
Robinson Crusoe.
Captain January.
Feathers and Furs.
Wings and Fins.
Paws and Hoofs.
Story Land of Stars.
Birds and Bees.
Peaslee's Graded Selections. Pt. III.

COLLATERAL STUDY.

Moses of M. Angelo, Rome.
Bee Life.
Animal Life. Ethics.
Animate Trees.
Fire. Tinder Box.
History Stories.
Sampson.
Pegasus. Wooden Horse of Troy. Bronze Horses.
St. Mark's, Venice.
The Sleeping Ariadne, Rome.
Orange.
Mice and Mole Life.
Cupid, Faeries, Puck, etc.
Enoch Arden.
Sea Life.
Natural History.
The Sky.
Virgil's Bees.
Ethics.

This is emphatically a "Thanksgiving" number. Timeliness is to be a prominent feature of this paper hereafter.

There is less theory and more direct helpfulness in the institute work than usual this season.

PURITAN LIFE AND THE FIRST THANKSGIVING.

BY ELLA M. POWERS.

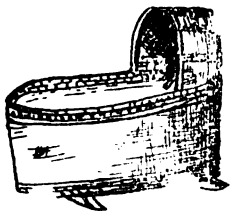
DURING the November days one of the most interesting talks in the schoolroom will be about Thanksgiving. Much of the history, literature, and number work may be grouped about this subject.

While, to the younger pupils, the deep significance and meaning of Thanksgiving will not be apparent, the children will share in that highest and best of pleasures,—adding to the happiness of others. Encourage them to bring fruits in tiny baskets, vegetables, strings of pop corn and cranberries, autumn leaves and grains. Much that is brought for decoration may afterward be distributed.

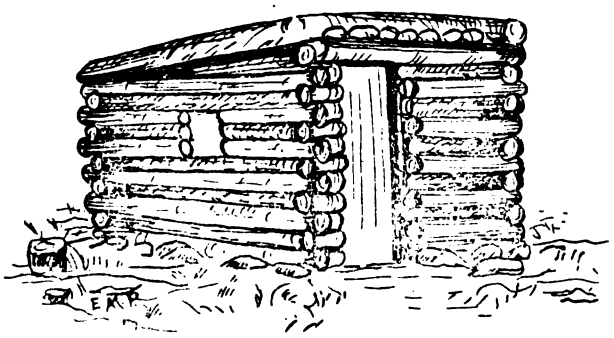
The story of our first Thanksgiving is always new to the children. They are always ready to listen to the account of those brave men who left their comfortable homes and went to Holland, then crossed the ocean to a land that was inhabited by wild animals and Indians. The story will be more interesting if



the teacher can procure a picture of the old Mayflower, and also a picture of one of our modern ocean steamers. Little children will quickly draw the contrast. If a picture cannot be secured, a rough sketch may be drawn upon the blackboard.



Tell them of the little baby who was born on the ship and named Peregrine. This word means, "to travel about." A sketch of the baby's cradle will be of interest to the class.



Speak of the harbor of Plymouth, the rock, the deep forest that stretched about them. How were their houses built? A short description of the work of cutting the trees for logs with which to build will interest the pupils. Again sketch the log house, or, better still, plan to have a model of a log house to exhibit. These little houses usually contained but one room. In this there were no chairs, but high and low stools. Governors Carver and Brewster had "turned chaires," which are now in Pilgrim hall at Plymouth. The floors of the houses were of sand. The rafters were rough-hewn, and showed the marks of the axe.



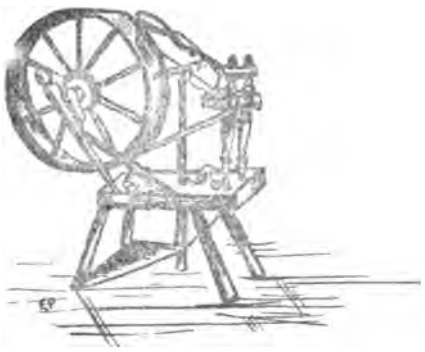
Oiled paper was placed in the openings for windows. A great fireplace was on one side of the room, but down the chimney blew icy blasts so fiercely that the colonists were often chilled. A great pole was stretched across the fireplace, and from it hung pot-hooks from which were suspended kettles, pots, and cooking utensils.

Their tables were boards, their dishes were of wood and pewter.

Tell them something about Miles Standish, the brave captain of this little band of people, how he encouraged them, took care of the sick, was brave, kind, and true.

Tell them, too, of Samoset, the great Indian chief, who called upon them, saying, "Welcome, welcome!" The Puritans gave him meat, a cloak, and other presents. They will also be interested to hear about Squanto, who had been stolen by English sailors once, and taken to England. When he returned all his old Indian friends were dead. He welcomed these English people, was their friend, caught fish, hunted game, taught them the best way and place to plant their grains, and instructed them about catching fish, oysters, lobsters, and all kinds of sea-food.

Do not forget to bring out the child life of these Puritans. How did they spend their time?



The girls were taught to spin flax into thread on a wheel, they also spun wool on a large spinning wheel. The older girls spun the thread into cloth. The children were allowed to talk and play very little. No boisterous laughing was permitted. The children were like little old men and women. Sundays they were compelled to go to church and listen to very long

sermons. If a child grew sleepy and nodded, he was immediately tapped on the head with a long staff carried by a man whose duty it was to keep people awake.

The babies, too, went to church. Sometimes there was a little wooden cage or frame in the meeting-house to hold the little Puritan babies who were too little or too sleepy to sit upright.

The boys and girls were taught to relate stories from the Bible. Often before a child was four years old he could say the catechism, many psalms, and long Bible stories.

What did these children have for playthings?

In 1743 the Boston News Letter advertised "English and Dutch Toys for Children." In 1771 a shopkeeper made the startling announcement that he had "Boys' Marbles for sale."

It is said that some of the Puritan children after a little time had dolls with wooden faces and very ugly, misshapen bodies. Later, shopkeepers had "London drest babys" for sale.

The boys, when very young, helped their fathers clear the land, plant corn and vegetables, hunt and fish. They also learned how to make little tables, stools, little wooden bowls, wooden spoons, wooden trenchers. These trenchers were often square blocks of wood with the centre whittled out. From a single trencher two persons ate their meals.

The boys enjoyed making traps, pens, or pits to catch wild animals, especially wolves.

Such queer names as the little Puritans had! They were called Experience, Desire, Hope, Constance, Waitstill, Faith, Thankful, Sunshine, Hate-Evil, and Submit.

The story of the first Thanksgiving day will be of interest.

Why did the governor decide to have a Thanksgiving?

When it was known, the Puritan women and girls assembled to discuss what should be done.

Let the children think what they would have planned had they been little Puritans.

Tell them how the men went hunting for wild turkeys and other game.

King Massasoit was invited to this feast. At sunrise on Thanksgiving day, with a war whoop, he entered their little village, bringing ninety followers with him. Each Indian was gay in his best attire, his longest feathers, brightest paint, and prettiest beads. The roll of the drum soon called the little band of Pilgrims to morning prayers. The Indians had never seen such a service as this before.

After the prayers the Puritan women and girls spread the long table, placed upon it rows of great wooden bowls, and soon from the fire brought hasty pudding, clam chowder, and porridge. After this was eaten, there were military exercises by nineteen men, led by good Captain Standish.

Down the hill they marched, with banner, drums, and guns, and while the cannon roared they performed most creditably. Had the Indians ever seen anything like this before?

What did they think of it?

Tell the pupils of this first long Thanksgiving celebration that lasted three days; the five deer which the Indians captured and contributed to the feast, the good times they all had in preparing turkeys, oysters, stews, roasts, vegetables, and fruits; the games of running, leaping, and jumping; the songs, discreet, but merry; and, best of all, the goodwill that existed among the brave Puritans and these Indians in the new country.

Number Work.

How many minutes in one hour?
In half an hour?
In a quarter of an hour?
In three-quarters of an hour?
From 10 minutes past 12 to half-past?
From 15 minutes past 12 to 25 minutes of 1?
From 5 minutes past 12 to 50 minutes of 1?
From 20 minutes past 12 to 5 minutes of 1?
How long from 12.15 to 2.35?
From 1.20 to 3.50?
From 2.15 to 5.35?
From 3.25 to 8.55?
How many half hours from 1.30 to 3.30?
From 2 to 5.30?
From 3.30 to 6.00?
From 1.15 to 2.15?
From 2.15 to 3.45?
From 2.45 to 4.15?
How many quarter hours from 12.15 to 1?
From 1.15 to 3.45?
From 1.45 to 4.15?

Third Year Spelling.—Word Studies.

The prefix re has the force of again in some words, while in a few words it has the effect of back. Thus:—

Mount, remount—to mount again.
Print, reprint— to print again.
Load, reload—to load again.
Count, recount—to count again.
Build, rebuild—to build again.
Make remake—to make again.
Pack, repack—to pack again.
Plant, replant—to plant again.
Polish, repolish—to polish again.
Visit, revisit—to visit again.
Kindle, rekindle. Insure, reinsure.
Gain, regain. Fit, refit.
Frame, reframe. Capture, recapture.
Enlist, re-enlist. Unite, re-unite.
View, review. Seat, reseat.
Echo, re-echo—to echo back.
Sound, resound*—to sound back.
Place, replace—to place back.
Turn, return—to turn back.
Bound, rebound—to bound back.
Call, recall—to call back.
Pay, repay—to pay back.—From Badlam's Suggestive Lessons in Language.

*Change in pronunciation.

Thanksgiving Day.

Spirito. Music by Ella M. Powers.



Over the river and through the wood,
To grand-father's house we go,
The horse knows the way to carry the sleigh
Through the white and drifted snow.



Over the river and through the wood,
Oh, how the wind does blow!
It stings the toes and bites the nose,
As over the ground we go.

Over the river and through the wood
Trot fast, my dappled gray!
Spring over the ground, like a hunting hound
For this is Thanksgiving day.

Over the river and through the wood,
And straight through the barn-yard gate
We seem to go extremely slow,
It is so hard to wait!



Over the river and through the wood,
Now Grandmother's cap I spy,
Hurrah for the fun! Is the pudding done?
Hurrah for the pumpkin pie!

E. M. P.

—L. M. Child.

GEOGRAPHY.

GEOGRAPHY BY GRADES.*—(III.)

BY MARY R. DAVIS,

Principal Training School, Haverhill, Mass.

OUTLINE. FARMING—GRADES I., II., III.

DRAW a farm, farmhouse, and outbuildings. Lay farm out in meadows, pastures, grain, corn, and wheat fields, orchard, garden, etc.

Different people own farms which bound this one. Indicate this fact. Name each field, highway, etc.

I. What is farming? Cultivation of soil.

II. When? All the year—spring, summer, autumn, winter.

III. Where? Temperate, warm, cold (except very cold), countries.

IV. How?

1. Cultivating Ground—enriching, ploughing, dragging or harrowing, and rolling. (Bring in pictures and toys—plough and harrow.)

2. Sowing and Planting—by hand and machinery. In the spring. Children explain how grain or grass seed is sown; how corn and potatoes are planted, etc.

3. Harvesting. When? (a) Hand. Implements—scythe, sickle, cradle, hoe, and spade. (b) Machinery—mower, reaper.

4. Separating. (Separating the grain from straw and chaff.) (a) Hand. Husking (illustrate), treading, threshing (flail). (b) Machinery. Threshing machine, corn huskers, shellers, etc.

5. Gathering. Digging (potatoes, etc.); pulling (beets, turnips, etc.); picking (fruits, corn in the West, cotton); cutting (grass, corn, grains, tobacco, sugar-cane).

6. Storing. Barns, granaries, corn cribs, cellars, storehouses, burying in ground below the depth of freezing, stacking.

V. Why?

1. For a living, because the life of mankind depends upon the cultivation of the soil.

2. To raise plants, for food for man and animals (as well as trees).

3. To raise animals for food, clothing, and for work. (a) Plants cultivated for stalk, leaf, or bulb—grass, flax, sugar-cane, sorghum, tobacco, tea, mulberry, onion, celery, asparagus, rhubarb, cabbage, etc. (Require children to think what part of each plant they eat.) (b) Plants cultivated for root or tuber—beet, turnip, parsnip, carrot, potato, ginger, etc. (c) Plants cultivated for fruit.

1. Fleshy. (a) Pomes—apple, pear, quince. (b) Stone or drupe—peach, plum. (c) Pepo or gourd—squash, melons. (d) Berry—grape, blueberry, gooseberry, currant, cranberry, tomato, banana, orange, and lemon (have leathery rinds). (e) Multiple—blackberry, raspberry, pineapple. (f) Aggregate—strawberry.

2. Dry. (a) Nuts—beechnut, chestnut, walnut, etc., peanut (underground). (b) Pod—peas, beans, etc. (c) Grains—Indian corn, wheat, rye, barley, oats. (d) Winged or Key—elm, ash, maple, box-elder, etc.

3. Trees. (a) Varieties (learned in nature study). (b) Qualities of the wood. (c) Care of our forests. (d) Planting trees—Arbor day. (e) Uses—bark for tanning, dyeing, medicines, sap and gum for sugar, turpentine, tar, resin, India rubber, etc., for lumber, shade, and beauty.

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SUGGESTIONS FOR HISTORY WORK IN THIRD GRADE.

BY GEORGIA SMITH.

WITH children below fourth grade the study of history that will prove of lasting benefit is a subject for intelligent inquiry.

All children in second and third grades seem to understand that the world is round; they know there are other countries, because some of their parents formerly lived in those countries. This is a good foundation on which to build; it is an easy step to the wider knowledge that our country has not been peopled as long as some others.

In 1892 there was a general revival of learning in regard to Columbus. Since then Columbus day has been observed in many schools; most pupils know of him for what he is famous.

Using the discovery of America as a general starting point, touch upon the discoveries of the Cabots; enlarge upon the discovery of Florida by Ponce de Leon, not forgetting his belief in, and search for, the fountain of youth, which will add interest to the more unromantic part of the story. Teach something of De Soto and any of the early discoveries and explorations that may seem practical.

Next proceed to colonial history; this should be made a part of the regular class work in geography, and can also be used in connection with language exercises, by supplementing it with stories of the times and people; the stories to be read to the pupils, then reproduced by them in writing. This fixes the facts in the children's minds, helps them to acquire a vocabulary and something of a literary style. There are stories of history which by judicious selecting may be made to cover the whole period. Criticise these reproductions and let the pupils copy them, making the required corrections, in a composition book, which should be kept for that purpose. At the end of the year they will have a connected history written by themselves.

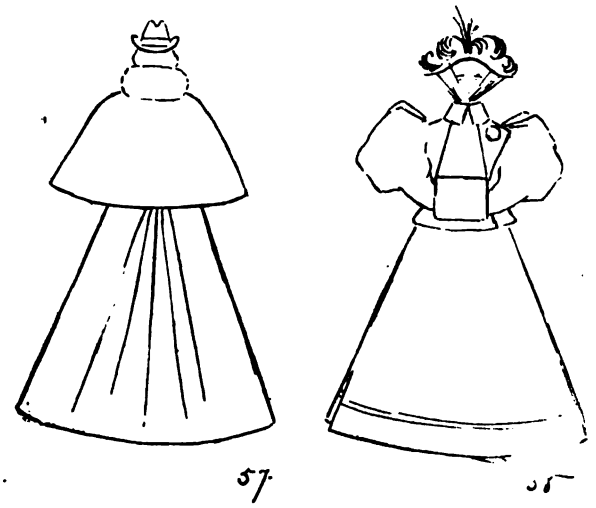
This correlation of some of the principal facts of our early history with the language and geography exercises will require almost no additional time, and the pupils become greatly interested in it.

EASY STEPS IN PICTORIAL REPRESENTATION.*—(V.)

BY CLARA ROSE HATHEWAY.

IN the preceding papers nothing has been said concerning the portrayal of living forms, such as birds, animals, or the human figure, but there is no reason why much may not be done toward mastering these sufficiently to express pictorial ideas.

I do not for a moment think that children will ever be able to make correct drawings of such subjects, according to the artist's standard, for this takes years of technical study, and if that were the sole object of



attempting them, they certainly have no place in the ordinary school curriculum.

But my plea for such efforts is based on something more than correct drawing.



Educators are realizing more and more the value of cultivating the child's imagination—and the seriousness of killing it by starvation and the want of proper exercise.

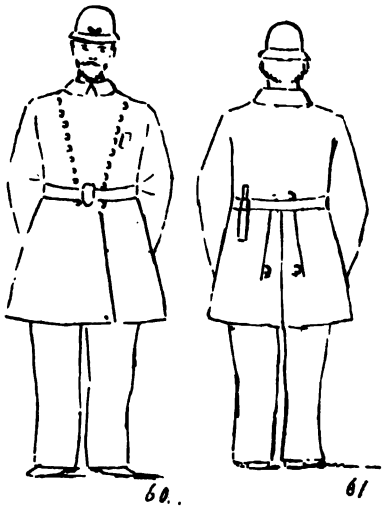
Therefore there has been a strong effort made of late to lead the children to tell stories by their own pictures.

The results that have come under my observation are both encouraging and discouraging.

Encouraging, because the thoughts expressed are often charming, so fresh, and frank, and naive, so full of typical child nature, that we older and more learned ones might almost envy them their childish vision; but discouraging in the extreme when we look at the workmanship and realize that we are to lead on to something better.

The great freedom which must be permitted sometimes runs riot, liberty becomes license, and we feel its bad influence in our other more technical drawing, carelessness and untidiness creep in, and there is a lowering of the standard of accuracy.

The difficulties in our path indeed are great, and only through much courage and perseverance can we hope to overcome them, and if by what is here written one beam of light is thrown upon the darkness, my effort will not have been spent in vain.



Keeping in mind, then, that our purpose is to gain sufficient skill in representing living forms to be able to express ideas by means of them, let us commence our study.

In the hands of a teacher possessing the ability to draw, off-hand, by a few simple lines, characteristic costumes and attitudes, I think very young children would be helped to do something of the same kind, and young children in preference to older ones, becauses in this they possess the courage of their convictions, and the natural impulse to try, which has usually been smothered or wholly uprooted during the progress of a few years.

But since such ability is rarely found in teachers of drawing and has seemed a coveted gift which it was well-nigh impossible for the average person to acquire, we have been content to cease from effort, and have almost lost sight of the fact that we need such skill.

We must, therefore, first endeavor to train ourselves, and in so doing we may be able to lend a hand to others.

I am strongly of the opinion that what we need to

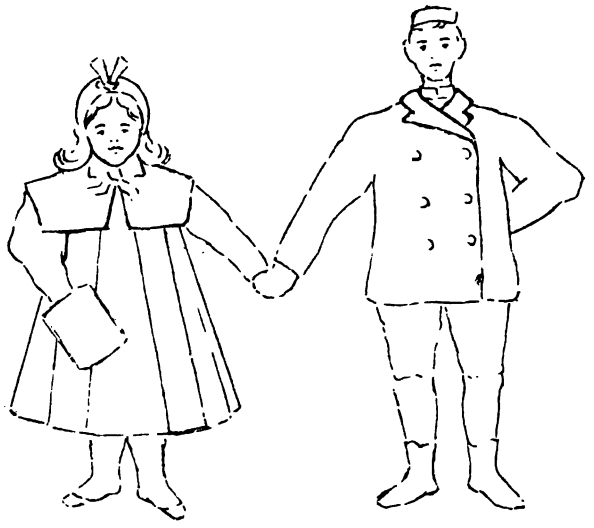
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accomplish this is just what we need in our other efforts, observation, memory, and practice

If you place a man before you and try to draw him, you will undoubtedly fail, because you will see too many things, and your ideal is probably wrong, it being to draw a special figure, one which closely resembles, I may say, is a likeness of the man.

You have attempted an impossibility. Change your ideal; let it be to make a few lines which will convey the idea of the costume of the man (for that is really what we see); I will say, make a symbol from which we may read man, and you will succeed better.

In working with the model before you, you will undoubtedly attempt to record unessentials; but in ob-



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serving him, knowing that you must take in your memory all that you can tell about him, there is not as much danger of this, though one must always guard against this well-nigh universal fault.

And right here let me say, that the habit of taking brief notes of what you see, of jotting down forms which you wish to remember, is an excellent one,—a few lines will often help you to recall quite fully what you have seen, but these notes lose their value if you fail to develop them when they are fairly fresh in your mind.

Be sure to study and represent the model directly either from the front, side, or back, and choose his simplest attitude, standing squarely on both feet.

I do not mean to imply that your efforts should always be confined to this one phase of objects, but I do insist that this is the first field in which we ought to labor, and whenever we lose our way we should come back to it and start afresh.

If we can represent these views, there is some hope of our doing more; but we can never draw perspective views and complicated attitudes until we have some knowledge of actual structure and proportions.

Let us take the winter costume of a woman as seen from the back. Two oblique lines with slight curves for the shoulders and a downward curve at the bottom suggest her cape. About the same, her skirt.

Two side lines and one above, her high-neck dress.

Leave a slight space for her head, with a touch on each side, put on a few strokes for her hat, and she stands before you (Fig. 57).

Or we may make the front view of a woman wearing the common large-sleeved jacket (Fig. 58).

The characteristic uniform of a policeman, back or front views (Figs. 60, 61), will suggest how other uniforms may be treated; a few lines tell all that is essential.

There is really no limit to the variety of figures and combinations of figures which we may draw by following this method, but we must not expect to progress without effort; skill can only come from persevering practice. When studying in this way one can get much help from illustrations and pictures.

Especially are these valuable when we wish to catch the movement of rapidly changing forms. In this way we can find mapped out on a flat surface a galloping horse, a flying bird, or a running boy, and, in a general way, we can memorize directly from the picture. Then when we see these movements in real life we are a little better able to analyze them and catch the vital action.

And though we greatly err if we give the children the impression that these printed pictures are perfect models, by judicious use we can turn them to good account, especially in studying birds and animals.

Let our work be all in outline, omitting every unessential stroke, and we shall at least be putting into this what we expect to put into our other school work, thought and a definite purpose.

The Fault Book—A Story in a Story.

BY A. M. D.

THE FIRST STORY.

There was a little boy who sometimes did what was naughty. I wonder if he was like any other little boy in this world. Well, this little boy, who was often getting into mischief, got into a story one time, and hundreds of boys and girls read about him.

The story was about a book that this little boy kept—a little blank book in which he wrote down everything that he did that was naughty, so that he could read it over once in a while, and feel ashamed of himself. He called this his fault-book.

THE SECOND STORY.

Grandma read our first story to Ted and he said he would have a fault-book, too. This is how Ted also got into our story.

Ted cut five sheets of paper in two, and tied them with a ribbon, so they would form a little book. On the cover he wrote: Ted's Fault-Book.

Every night Ted wrote in that book all the naughty things he had done through the day, and every morning he read over his book, so that he would remember to keep from being naughty.

Here are some things he wrote in his book:—

"I quarreled." "I got angry." "I struck my dog."

Will you make a fault-book? I think it would help you to be good.—Teachers' Institute.

LESSONS ON ANIMALS.*—(VIII.)

BY LOUISE J. HEDGE.

(Adapted to Children Studying the Geography of the American Continent.)

"Thoroughbred," the supplement with this issue, is the equine masterpiece.

THE HORSE.**

CHARTS and pictures of horses, and of cattle and donkeys, for comparison, should be provided as illustrative material.

The teacher's opening question is, "What useful domestic animal have we yet to study?" and this is followed with, "How is a horse useful to us?"

"He draws wagons and carriages"; "He carries people," answer the pupils.

"We used to have many more horses in our city streets than we do now. Why was that?" she asks. "Our street cars used to be drawn by horses, but now many of them are run by electricity or a cable," is the reply.

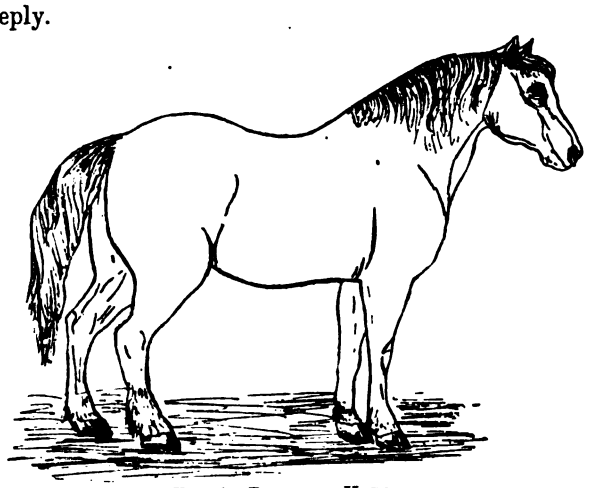


FIG. 1. DRAUGHT HORSE.

"How are cattle useful to us?" brings out these replies: "We get milk from the cow." "We eat the flesh." "Oxen draw carts." "The hides are used as leather."

"All those things are true. You say both horses and oxen are used for drawing carts or wagons. Why should one sometimes be used and sometimes another in a climate where either will thrive?"

"In our lesson on cattle," says one child, "you told us oxen were better for drawing logs and sledges over the snow because they are very steady,—not nervous,—and are very surefooted."

"Why is a horse better for drawing carriages or for riding than an ox?" This strikes the children as a joke, but they have to think before they can give reasons.

"A horse is much swifter," says one, and another, "A horse is more intelligent," and a third says, "An ox is more clumsy." "I think," the teacher replies to this third child, "you mean that a horse is quicker in his movement, more lithe, as we say.

"The difference in the two animals is very interesting. Both, when wild, were able to run well, but all the domestic training of horses for thousands of years has been toward swiftness, while men did not need that quality in the oxen, so that now, unless frightened, they are loath to run much.

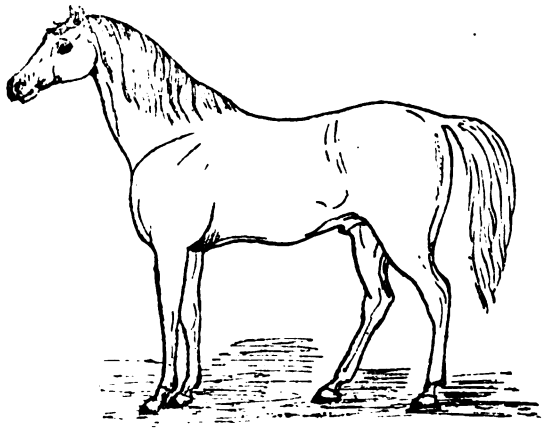


FIG. 2. ARABIAN HORSE.

"Let us see how well a horse's legs are fitted to swiftness. Compare the pictures of cattle and horses. What do you notice?"

"The horse's legs are longer,—that helps in speed," says one child. Another suggests, "It seems to me that our cow uses her legs in a stiffer way than our horse does."

"Certainly," answers his teacher, "the horse moves with very free movements. You know how pleasant it is to give a horse a friendly pat on the shoulder or thigh. The flesh is so thick and firm. It is made of great masses of strong muscles connected with the leg movements.

"What kind of movements can a horse make? Only forward and back, you say. Then, probably, what bone is wanting?" "The collar-bone." "Yes, the collar bone is wanting.

"What kind of walker does the horse look to be?" "He is a toe-walker." "Quite right; the horse steps on only the last joint of the toe, not on all the toe joints, as the dog does. Point to the heel. Notice how long the leg is from that point down.

"How does the foot of the horse differ from that of the cow and the dog?" "A dog has four or five toes on a foot, and a cow has two, but a horse seems to have only one."

"The other toes," the teacher explains, "have all disappeared, because it suited the horse's way of living better to have but one."

The next questions follow in close sequence: "What covers the toe? What is the use of the hoof? What protects our fingers and toes? What have cats and dogs in place of nails?

"You remember a cat's claws are sharp, but those of a dog are dull. Why is this?" Someone states that a cat's claws are drawn back so that they do not touch the ground in walking, while a dog's are worn off on the ground.

"Nails, claws, or hoofs, if worn away by use, will grow again. The wild horse lived in the fields where the hoofs wore away slowly. But when man began

*Copyrighted.

**The writer desires to express her indebtedness for many points brought out in this lesson to Dr. Louis Robinson's article on "Wild Traits in Tame Animals: The Horse." Published in the North American Review.

to make the horse walk on hard pavements the hoofs wore away faster than they grew, so he had to find a way to protect them, and that plan is followed now. What did he do?"

"Men put iron shoes on the horse," replies the child. Then the teacher shows her class a well-worn shoe and a new one, telling how the projections in front and at the end help to keep the horse from slipping.

"But the cat and the dog have pads under their feet. The horse needs such a cushion even more than they do, for his foot does not 'give' in the elastic way that a cat's or dog's does, and on looking we find the cushion there. Get someone to lift a horse's foot and show you the frog, as it is called. It helps the horse much as cushion tires on our bicycles help us.

"I have purposely let you study the legs of the horse thus carefully before speaking of points that we usually consider earlier in our lesson because the usefulness of the horse so much depends on his swiftness and strength of leg. Now, however, let us speak of the general appearance of the horse, and then we will consider the food and the teeth."

The subject of the size of the horse is taken up, the decided variability being noted. (The height varies from about three feet to six feet). The color of the coat is the next topic, and then its character, smooth or shaggy. Naturally the mane, the forelock, and the tail are then mentioned, the teacher calling attention to their beauty and to their usefulness in driving away flies. She takes occasion, too, to have the children realize the cruelty of cutting short a horse's mane and tail. Attention is called to the great length of the head, to the beautiful eyes, and the sensitive ears.

"Now we are quite ready to discuss what food the horse eats.

"What have you known horses to have to eat?" The children give grass, hay, and oats first, then suggest apples and sugar. They are reminded that the apples and sugar were not for regular food, but as a treat; that much of that sort of thing would be bad for a horse, just as candy is bad for children.

"The teeth, then, must be fitted to what purpose?" the teacher continues. "They must be fitted for grinding." "We may find that they resemble the teeth of what animals, then?" "The cow and the sheep."

Hanging up the charts showing the teeth of the horse, the cow, and the sheep, she asks, "How far were we right in what we reasoned out about the teeth?"

The children presently reply, one after another, "The teeth are fitted for grinding"; "The back teeth are a good deal like those of the cow"; "The front teeth are strong like the cow's"; and then they are eager to tell the differences they can see,—"There are front teeth on the upper jaw as well as on the lower"; "In the space between the front and back teeth is a single tooth on each side." "Is that the canine tooth?" asks one.

"Yes," answers his teacher; "what do you think of its strength?" "It looks weak and dull to me as if it were not of much use."

"That is true. How many cutting teeth on one jaw has the horse?" The children count six. "Now the cow?" The count is eight. "Do you remember that I told you two of the eight were changed canines? In the horse they have not changed so much. By the way, only the male horse ordinarily has those teeth, the mare is usually without them.

"The horse has not the extra stomachs of the cow, and is not a cud chewer. See how long, and strong, and heavy a jaw is needed to do the grinding. Then look at the strong, beautiful neck muscles, to hold that heavy weight gracefully and easily.

"When a cow eats, the long tongue gets a twist around a wisp of grass and helps to hold it while it is bitten off. Think a minute of those flexible lips that the horse has,—how they stretch out as he tries to get the apple from your hand. Those lips are as helpful in their way as the cow's tongue."

"Won't you tell us," some one asks, "about the ways of wild horses?" "Yes, for they are very interesting. There are no true wild horses now, I think, only so-called wild horses that are descended from those that once were domesticated. For instance, in South America the horses that run wild are descended from horses the Spaniards brought over that in some way escaped and grew wild.

"But something is known of what the wild horses of long ago must have been like. They lived in herds in the open fields with a leader. Their greatest enemy was the wolf.

"When in danger of wolves, what do you think horses did,—took to flight or to fighting?" "I believe they ran away, for I don't think their means of fighting were good enough to depend upon."

"Yes, they trusted to flight, and that is how they grew so swift-footed, for the swiftest escaped, and their little ones were likely to be as swift and, perhaps, by practice to grow still swifter. And so their swiftness grew.

"When cattle were wild, the mother cow hid her calf in the underbrush while she went off for hours to get food. But the mother horse had no place in the open field to hide her foal, or baby horse, so its safety had to be secured in another way. Look at this foal in the picture. What strikes you at once? Its long legs, you think. Such long legs, so out of proportion to the body, enabled the foals, in time of danger, to keep up with the herd in its flight, and so saved their lives.

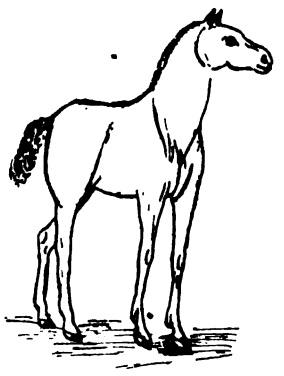


FIG. 3. YOUNG HORSE.

"What senses are keenest in horses?" The children give smell, sight, and hearing. "The smell is the best developed, for in the wild days, danger, in the shape of wolves, could be scented long before it could be seen or heard, for the winds blew freely over the plains. Next to smell, sharp sight was most needed.

"But see how different was the case with the ass, so near a relative of the horse. His home was in mountain lands, where the smell of danger would not be carried straight on the winds owing to the nature of the land, nor could the ass see around the corners, so that hearing was of most use and so grew keenest. That accounts for the long ears of the ass, they were to catch the slightest sound.

"But sometimes these wild horses fought, as, for instance, when two struggled for the leadership of the herd. Then they used both teeth and hoofs, as you could have guessed. Now, recall what happens to a horse's ears when he is either angry or frightened. You tell me they are laid back. The cause of that is found away back in the old fighting days, when that was done to keep the ears out of the way of the enemy's teeth. How interesting habits are when you find out how they came to grow!"

The lesson closes with a talk about the traits of the horse, followed by the building up of a summary* upon the blackboard. The leading traits mentioned are the intelligence of the horse, his good memory, his good nature,—developed by living in a herd,—his affection in return for kindness, and his resentment when ill-treated, his desire to win in a race, and, last and important, to remember in dealing with him his timidity. Teacher and children, too, know many an instance to illustrate these traits,—the only trouble is to find time to tell them all and yet have time for the needed summary.

A THANKSGIVING STORY.

BY ELIZABETH SHORE.

A PUMPKIN, yellow and large, lay in a corner of a farmer's cornfield. Around it on every side were the pumpkins, just as large and just as yellow. The field looked as though some one had scattered round suns over it, to brighten it, now that the green of the corn had turned to brown. All summer these pumpkins had been hidden by the waving corn, as Mother Nature was shaping and painting them. But now, in what plain sight they lay! How the passers-by exclaimed over the sunny sight! The little children seemed to enjoy it more than all others. "O, see that big, big pumpkin just inside the fence! Won't it make fine pumpkin pies for Thanksgiving!" The pumpkin heard a little boy say this to his sister as they passed his corner, with baskets full of nuts.

This made the Pumpkin think. "If I must leave my quiet corner, I hope I can be made into pies in the country. I have heard Sparrow say that he has seen pumpkins just as fine as I am knocking about in unclean-looking grocery stores on back streets in the city. No telling what their fate is. I hope I can end my days in the country, even if I go to feed Farmer Green's cows."

But one day, late in the fall, this pumpkin went jolting along the country roads in the farmer's big wagon with others of his kind. They were on their way to the city. On the outside, the pumpkin still looked round and jolly. But I fear his heart was very cross. He did not feel any better natured when he found himself in a dark cellar. "This must be worse than the grocery stores," and, in his anger, he rolled over and found himself on the cellar floor!

As he lay still at last he thought he heard a soft voice say, "Who are you?" He listened, and sure enough, from above him, he did hear again, "Won't you please tell me who you are?" "I am Punpkin; who are you?" "Why, I am Baldwin Apple. You are from the country, aren't you, Pumpkin? So am I." "How did you come to this dark, dark hole, and how can your voice be so soft and gentle down here?" exclaimed Pumpkin.

"My mother apple-tree stood in such a quiet corner of a large yard," said Baldwin Apple's pleasant voice. "The robins lived with us baby apples all summer. The sun seemed to find us first of all each morning. He kissed us so often that we blushed rosier and rosier. Our mother was careful of us. She held us tightly in her strong arms, and covered us with her leaves to hide us from boys, who do love green apples. All through the beautiful days we learned to keep still and wait, and the good things came to us. Everything has been good with me so far. Even this dark cellar must be. We shall not always stay here, dear Pumpkin friend."

* * *

A stormy November day outside a certain schoolhouse in the city. But inside, a happy teacher, a happy school. Why? Because they were planning a dear surprise for some one. They did not exactly know for whom, but for some little boys and girls who otherwise would have no Thanksgiving. So each child in this room and in all other rooms in the building was asked to bring some little thing to help give some one a happy Thanksgiving day. The "little thing" might be an apple, an orange, a potato even. "O may I bring a pumpkin?" asked the chubby boy on the front seat. "Indeed, you may, then some one can have pumpkin pie for Thanksgiving."

At noon that day, eager feet scampered down the cellar stairs to where Pumpkin and Baldwin Apple lay. A little girl's hand went into the barrel of apples and brought up our friend. A boy's short arms tugged Pumpkin up the steps. He put the astonished fellow in a little wheelbarrow. Then he and his sister started off to school. Busy men on their way to business that day stopped to rejoice at the sight of this happy brother and sister,—he with his wheelbarrow loaded with the big pumpkin, she clasping a rosy apple in her fat hands, each with a face as bright as the sun. It seemed to many as though the pumpkin and the apple reflected the smiles on the children's faces.

Pumpkin and Baldwin Apple were not given any time to collect their scattered wits before they found themselves among a great array of apples, potatoes, pumpkins, cabbages, and oh! so many other good

* To state the summary in each lesson is considered no longer necessary; it will therefore be omitted hereafter.

things, on and under large tables in the wide halls of the schoolhouse. They wondered what next. Baldwin Apple was sure it would be something good.

The "next" was a table in a poor, cheerless room. There Pumpkin and Baldwin Apple heard a woman's sad voice say, as she leaned over the table, "Just such a pumpkin as the ones I used to see in my father's cornfield, and just such apples as I used to pick from our dear old orchard trees, when I was a little girl. Now we will have pumpkin pie, my dear, for Thanksgiving. It will give us all new courage to know we have been remembered, and by little children, too."

As Baldwin Apple cuddled up close to his Pumpkin friend he whispered, "could anything be better than this? It is better than your sunny corner in the country and my home in the dear old apple tree."

And Pumpkin smiled so broadly that he seemed to grow rounder and fatter than ever. And Baldwin Apple laughed so she nearly tumbled off the table. Yet they were in a garret room, with only one window. And they were to lose their lives? Who can tell why they were so happy?

SYLLABICATION.

BY A. C. SCAMMELL.

PRINTERS say that our schools do not send out good spellers. They claim that syllabication is not properly taught.

The writing of words in columns, the usual way of spelling in our schools, does not need this teaching. The writing of sentences, the more practical way of spelling, does require it.

Some teachers insist that division of words be avoided at the end of lines; but it conflicts with children's ideas of "saving" to leave an inch of unused space on slate or paper. Besides, they see divided words in their text-books, and in all their reading. They should be taught how and when to divide.

Children of ten years easily learn, and can be made interested in applying, some of the simple rules of spelling.

In starting anything new with children, it may be better to let them do much of the giving. The teacher is often surprised at what they have on hand. For instance, they have fifty, or more, monosyllables ending in e preceded by a consonant.

Explain suffix, and let them add to these words a syllable beginning with a vowel. Generally memory or habit will guide their pencils right, and they will drop the e from the first syllable.

Ask them to find as many as possible of these completed words in their text-books. Require a rule for the words they have written. Then question. In dividing these words do their suffixes stand alone? May the word lovable be divided lova-ble?

Find a word where the suffix ed is a syllable. Find one where it is not.

Write the word peaceable according to your rules, and pronounce it, remembering the sound of c before a.

You see that word does not follow your rule, but keeps the e. Can you think of other words that do not change before a suffix beginning with a vowel?

Write ten of your words in sentences and divide them at the end of lines. Another day let the class apply their rule to words of two syllables accented on the last, place them in sentences and divide as before.

Erasing the last syllable in your columned words, supply a suffix beginning with a consonant. The children quickly see that they must restore the dropped e of the first syllable, and that the suffix is a syllable by itself. Again, ask for the words they know by one and two syllables ending in a consonant, preceded by a single vowel.

Let them lengthen the words, when possible, by a suffix beginning with a vowel. Children with the trained eye will note that the words do not look right unless the final consonant of the syllable preceding the suffix is doubled; here they will decide that the suffix does not stand alone, as drop-ping.

Place the phrase, "a drooping flower," in a sentence, and divide the adjective at the end of the line. Why do you not double the p and write droop-ping?

"Because the p of the first syllable is preceded by two vowels."

Questions.—How many l's in the word full? How many in the syllable ful? Number of l's in the word till? In the syllable til? Is the syllable iff spelled like the word of that name? Spell the word ell. Has the syllable two l's? Give the middle syllable of jeweller. Give the last syllable of camel. The middle syllable of separate. Is a ever the last syllable of a word? Spell and divide fuchsia. Should a letter syllable ever begin or end a line? When may a two-syllable word be divided? How divide a word of three syllables? A word of four parts? Should a proper name be divided in writing? Did you ever see a printed word divided on the end of a page? Should a written word be so divided? Let the good judgment of the pupils find these answers.

Let them illustrate by dividing dictation words on the blackboard.

A little drill in simple sounds will enable pupils to divide words into syllables in a natural way; that is, they will separate all the simple sounds of which any word consists, so as not to divide those letters which are joined close together in correct pronunciation.

Ask them the longest syllable in the English language, and trust them to find out that it is the word strength.

Oral spelling of the two, or more, syllable words that occur in the day's lessons or talks is an aid to syllabication, if a pause is made after each division of a word.

November.

TREES bare and brown,
Dry leaves everywhere,
Dancing up and down,
Whirling through the air.

Red-cheeked apples roasted,
Popcorn almost done,
Toes and chestnuts toasted,
That's November fun.

—F. A. C.

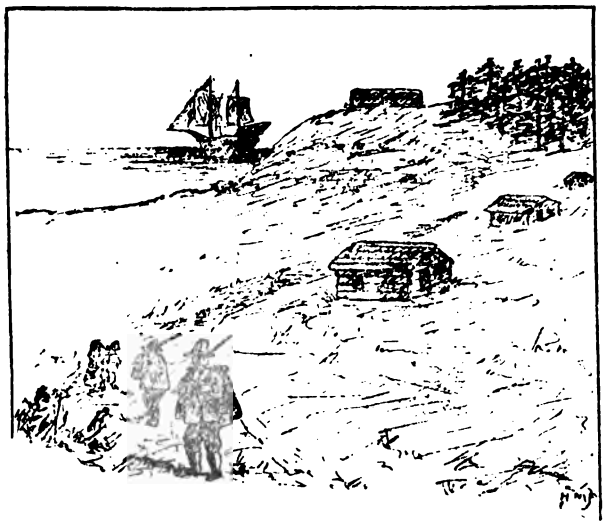
Pictures of the First Thanksgiving Day.

THIS dialogue, given by two pupils, should be naturally rendered. If there be no time to commit the lines, the two pupils may read them, having first placed them in a book. One pupil should be older than the other, or may wear cap and spectacles.

First Pupil (sitting, opening a book and turning the leaves).—

Come here, little maid, and sit by my knee,
And look at this beautiful book with me.
Here is a picture of Thanksgiving Day
Among the brave Pilgrims of Plymouth Bay.

[Second pupil advances and is seated.]



First Pupil.—

How many houses are here so neat?

Second Pupil.—

There are eleven houses each side the street,
And is this their fort up here on the hill?

First Pupil—

Yes; where guns are mounted at the captain's will.

First Pupil.—

And here is the sea, and here the ship
That soon will make its maiden trip,
What will it carry away so good?

Second Pupil.—

Sassafras, beavers, furs, and wood.

First Pupil.—

Before them stretches the sandy shore,
Cheerless and sad the strong waves roar,
Behind them stretches the forest deep,
Where many an Indian chief will sleep.

[Turns leaves.]

Here are the maidens, the dames, the men,
Going to church as they went then.

Second Pupil.—

Why! guns and prayer-books all in line?
What a queer church procession of olden time!

[Turning leaves of the book.]

First Pupil.—

Here, a feast is spread, and Indians come,
Then, with flare of trumpet and roll of drum,
The brave little army of nineteen men
March with England's bright banner then.
Three days, in hearty and right good will,
They feasted and hunted—thankful still—
Was it not an honest and simple way
To spend the first Thanksgiving Day?

Second Pupil.—

But why did they have a Thanksgiving Day?

First Pupil.—

God cared for the people at Plymouth Bay.
A yield of grain and peace was given,
For which they long had bravely striven.
But that western forest has bowed its head,
And thriving cities are there instead.

Both Pupils Recite.—

For our country's growth and peace to-day,
We're thankful to the men of Plymouth Bay.

STORY OF AN ORANGE.

BY MRS. F. R. SAUNDERS.

OUR family are all yellow, and we are proud of our complexion. My cousins, Lemon and Pomelo, or Grape-fruit, are pale and sickly looking, but that is not from ill-health, it is only their sour tempers, I think. It is strange that some people are liked all the better for being sour, while the rest of us can please only by being sweet. But such questions are too deep for me, and I don't puzzle my round head much about them. I only know that Cousin Lemon and Cousin Pomelo are proud of their sharp tempers, while our branch of the family must all be sweet, though we may grow up side by side.

My mother-tree grew from an orange seed in a large seed-bed with thousands of other little seedlings. It was a nice place, with low, white cotton walls around it, and a white cotton cover was put over them every night after they had had a nice shower bath, to keep them from being chilled.

When they were a year old they were fine, stocky, little fellows about two feet tall, but they had stood so close together that there had been no room for any one to grow limbs, as every tree longs to do, so they were all taken out of their seed-bed, with its shower baths and its white cotton walls and covers, and taken to a fine nursery, where they had nothing to do but stand in straight rows, like soldiers drilling, and watch the little streams of water trickle about their feet when they were irrigated, or gaze up at the bright sun. This was in the summer time. But by and by the days grew shorter, and the sun was not quite so hot, and it rained! They thought the shower-bath time had come again, and wondered why somebody didn't put the cover over them when it was done.

But the spring came again, and the summer, with its warm sunshine and its irrigations that were so delicious and refreshing every month.

The seedlings were getting quite tall—twice as tall as when they were promoted to the nursery, and yet they really supposed that they were never to have anything to do but amuse themselves by reaching out their arms and laughing at the sunshine. O, how they loved the sunshine, which couldn't get too hot for them!

But one soft October morning something happened!

A man came into the nursery and began to vaccinate them—or, at least, that was what it seemed like. As for the seedlings, they didn't know the difference between vaccination and budding. Of course it didn't hurt much, but it frightened them dreadfully when the man took his sharp knife and cut a little slit in their bark and slipped a bud in.

He was very tender about it, and tied up the cut as nice and snug as could be. Then they didn't care a bit, and it all healed up in a few days, and the man came and took the strings off, and the little trees showed their plump, green buds to each other, and every one was proud of her scar and pitied the seedlings whose buds hadn't "taken."

But their worst shock was to come. In the spring the man came again and cut them all off close down to the new buds! Then they thought their end had come. But it hadn't; for the new buds shot up nice tender shoots, which the man tied to straight stakes that he drove in the ground close to each of them.

After that they had a delightful time, for the man proved a good friend, and did everything he could to make life pleasant for them.

When the new top had grown on from the bud, they were very proud of it, for it had such large, glossy leaves and no thorns to prick and tear them. People no longer called them seedlings, but spoke of them admiringly as "fine young buds."

The next spring they were thought old enough to be settled in life, so they were sold and separated.

The were dug up so carefully that my mother said the only inconvenience she suffered was from the fatigue of moving and the strangeness at first in her new home. It was several weeks before she was rested enough to grow a bit, and some of her beautiful leaves had turned quite pale.

But when she was used to the change she found the new home very satisfactory. It was a large orchard on a hillside, with a fine view of a beautiful valley and some big, gray mountains at the side.

The trees were well cared for, and provided with every luxury in the way of water, food, and climate, and they began to send down deep roots and spread their branches with a feeling of being very well settled in the world. Sometimes as they spread their glossy green leaves to the sun they looked up at the snow-covered mountains and shivered in pity of the poor trees that have to stand cold and naked for nearly half the year amid just such white desolation as those mountains showed.

It was the third winter they had stood in the orchard that they awoke one soft morning to find themselves white with the sweetest wavy blossoms, and the air heavy with their fragrance. Some ladies were admiring them and saying how like the perfume was to the tuberose.

They had bloomed a little every year, but never like this before, and they felt that now life was indeed worth living as they began to look forward to the time when we children should grow up and be a credit to our parents.

It took us months and months to grow, and it was almost Christmas before I could see that I had changed color a bit. When I did find myself growing yellow I was so happy that my temper grew sweeter and sweeter every day.

Late in January some men came with clippers and cut us all off; so we said good-by to our mother-tree and started out to show the world the good bringing up she had given us.

We were handled very carefully as they picked us and hauled us in boxes to the packing house. There we were all graded, and then some girls took us and wrapped us up in tissue paper and packed us tight in boxes where all the oranges were exactly the same size. There were a hundred and twenty in my box, but some of my brothers were so large that ninety-six filled the box full. The packing girls called them "ninety-sixes." I saw some little fellows being put 250 in a box! They must have felt mortified. Then the boxes were nailed up, and we were put into cars and we traveled and traveled. We came right across those snowy mountains and left our sweet, warm valley with its blue skies and fragrant air.

O, no, I am not sorry we came, for the children in this country seem to appreciate us more than the California children did, and we don't feel the change of climate much in this bright confectioner's window.

The Farewell Call.

[For Reproduction.]

A DEAR little bird and a nice little squirrel had their homes in the same tree.

They had such a good time all summer; but when the wind took the leaves away to cover the flowers, and the dear little baby buds had on their winter coats and went to sleep in their small cradles, the birdie said: "We are losing the roof that the green leaves made over us, and the leaves are turning such a beautiful color and going away. I think we had better fly away, too, and find another home, don't you, dear mate?" "Yes, indeed, but I feel so sorry to leave Mrs. Squirrel." They called on the Squirrel family and told them how badly they felt to go away and leave them.

"O," said Mamma Squirrel, "we shall be very busy getting ready for winter. There are the nuts to be stored away, and I must get the house ready. Do you see that hollow in yonder tree? Well, I shall move my family in there. The leaves will make a nice bed, and when it gets cold we will crawl in and go to sleep. Did you not see that little boy and girl come and pick up all the apples Mr. Wind blew off the tree last night? And I heard them say they were going nutting to-day; so I must hurry and get our nuts stored away, for if they see us working they will not take them all. Good-bye; come back again next spring, and you will find us here to welcome you."

—Kindergarten News.

FLOWER TALES FROM MYTHOLOGY.*

BY GRACE ADELE PIERCE.

PYGMALION AND HIS STATUE.

CENTURIES ago there lived a sculptor called Pygmalion, who wrought with very skillful hand. As a child he could form such natural images of birds and beasts and fruit and flowers that his young companions were always flocking after him with bits of wax to be moulded into gifts. And when he had grown older he could waken shapes of exquisite life and beauty from the coldest ivory or marble. But, beautiful as were the shapes that grew about him, he was not satisfied—he longed for something still more perfect. Day after day he thought, and night after night he dreamed of one statue that should make his name remembered through all the ages. In every block of marble, in every bit of ivory, even in the clouds of the sky, he saw this figure repeated. It came in many changing shapes at first, but always at the last stood before him the image of a beautiful maiden.

He did not care for human maidens nor for companionship, and as he wrought day after day in his shadowy room, he grew more solitary. He thought of nothing but the statue that was growing under his hand. Hour after hour he labored, and, through all the long night, dreamed only of his great work; until, at last, it was finished.

He had put so much of his own life and strength into this ivory image that it seemed to him the maiden must be human. Often when he entered the room where he had placed her, he thought she smiled upon him from out the purple shadows of her niche, but when he approached he found her only ivory, after all, and chilling to his touch. He named the statue, and brought her birds and blossoms as he would have bestowed gifts upon a living maiden, and he grew to love her more and more. He wondered what her voice might be like, and often called as he entered the little room, but she never answered.

At last there was a festival of Venus (goddess of love and beauty), held near the home of Pygmalion, and he hastened with fit offerings to kneel before the shrine. He besought the goddess that he might be given a living wife as beautiful as his statue,—and Venus heard and answered, though Pygmalion did not know. When it was nightfall the sculptor returned to his lonely dwelling; but, as he went immediately to the chamber of the statue, he hesitated upon the threshold, for he thought he heard a sound. Was it a voice calling? He lifted the curtain, and as he peered among the shadows, he believed he saw his ivory maiden move. Yes, he was quite sure, and yet he had been so often disappointed. He stepped within, he called her name again and again through the darkness: "Galatea! Galatea!" And she came!

So Pygmalion won his wife, and his name has been remembered, as he hoped it might be, through all these ages because of his beautiful statue.

*Copyrighted.

* A Good Reading Lesson. *

BY THE GREAT TEACHER.

Blessed are the poor in spirit: for theirs is the kingdom of heaven.

Blessed are they that mourn: for they shall be comforted.

Blessed are the meek: for they shall inherit the earth.

Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

Blessed are the merciful: for they shall obtain mercy.

Blessed are the pure in heart: for they shall see God.

Blessed are the peacemakers: for they shall be called the children of God.

Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake.

Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.

Ye are the salt of the earth: but if the salt have lost his savour, wherewith shall it be salted? It is thenceforth good for nothing, but to be cast out, and to be trodden under foot of men.

Ye are the light of the world. A city that is set on a hill cannot be hid.

Neither do men light a candle, and put it under a bushel, but on a candlestick, and it giveth light unto all that are in the house.

Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.

Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfill.

For verily I say unto you, Till heaven and earth pass, one jot or one tittle shall in nowise pass from the law, till all be fulfilled.

Whosoever, therefore, shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven: but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

For I say unto you, That except your righteousness shall exceed the righteousness of the scribes and Pharisees, ye shall in no case enter into the kingdom of heaven.

Ye have heard that it was said by them of old time, Thou shalt not kill; and whosoever shall kill shall be in danger of the judgment.



A THANKSGIVING EXERCISE.

BY LIZZIE M. HADLEY.

[Decorate the stage with evergreen, bare boughs, and small spruce or pine trees. Frost these with a strong solution of alum, and dot, here and there, with cotton, to represent snow.

The Old Year should be a bent old man, with a long, flowing beard.

November wears brown, and children ordinary costume.

In the opening scene, the Old Year stands alone, looking sadly about him.]

Old Year.—

How fast the time is flying!
My day is almost done.
I see the shadows lengthen,
And mark the setting sun.

Old age is o'er me creeping,
And Time has me bereft;
Of twelve fair sons and daughters,
Alas! but two are left.

[Goes to the door and calls.]

November, are you waiting?

[Enter November.]

November.—

Yes, father, I am here.
I wait upon the threshold,
Till December doth appear.

[Puts handkerchief to her eyes.]

Old Year.—

You're sad, my dear November.
Nay, that will never do.
Come, dry your tears, and tell me,
What troubles, now, have you?

November.—

I'm thinking of October,
Beloved by young and old,
With autumn fruitage blushing,
And decked in red and gold.
I bring but leafless branches.
My skies are dull and gray.

Old Year.—

Yet, you're to the children welcome,
For you bring Thanksgiving Day.

[Appears to listen.]

What hear I in the distance?
Can it be marching feet?
And do the breezes bring me
The children's voices sweet?

Cheer up! They're surely coming,
The little children gay.
And hark! I hear them singing
About Thanksgiving Day.

(Voices singing, gradually coming nearer. Key of G.)

B,, G,, G,, E,, E, D,,√ G,, G,, F,, G,, D, ;√ A,, A,, B, E,, E,– C,,√– B,, A,, G,.√ A., B ;√ B,, G,, G,, E,, E,– D,,√ D, G, G,, B,, D–√ D,, D,, C,, B,, A,, E,, F,, G,, G, A, G.—

(Two dots represent an eighth note; one a quarter note.)

Song.

Don't you hear us coming,
Now upon the way,
Merry, merry children,
Singing all the day?

Chorus.

Happy, happy children,
This is why we sing;
For we know November
Thanksgiving will bring.

November.—

I'm glad to see them coming,
This throng of girls and boys.

(Enter children.)

Old Year and November sing (tune, "Billy Boy").—

Now who may you be, little girls, little boys,
Now who may you be, coming hither?

Children sing.—

We are lads and lassies gay,
Who would keep Thanksgiving Day,
And that's why we come here together.

Old Year and November.—

O, what can you do, little girls, little boys,
O, what can you do for Thanksgiving?

Children.—

First we'll build a structure, grand,
Then we'll make you understand
Just why we would all keep Thanksgiving.

Old Year and November.—

We welcome you here, little girls, little boys,
We welcome you here now together.
So sing your songs so gay,
And your stories tell, we pray,
And together we'll keep this Thanksgiving.

(Twelve of the children step forward. Each child holds a card with a letter upon it. These cards should be quite

large, and may be hung upon hooks or nails so as to represent a monument.)

1.—I'm only a little lassie,
With a great, great letter T;
Watch us well, you'll see I come
First in this company.
[Hangs letter at the top.]

2.—I am a little laddie,
Second of these, you know,
Just beside T I am standing,
H is the letter I show.
[Puts letter in place.]

3.—Each one must bring a letter,
That is a part of our play,—
So, the third I am coming,
To show you the letter A.
[Places A.]

4.—I am so very little,
I cannot do much, but then
I can hold up this pretty letter,
So all can see 'tis an N.
[Places N.]

5.—Somebody said I was wanted,
To keep a Thanksgiving Day.
So I caught up one of the letters,
And brought it to you, a K.
[Places K.]

6.—What do you think I am bringing?
I wonder if you can guess?
Now, as I stand with the others,
You'll see, 'tis the letter S. [Places S.]

7.—Here is a funny letter,
I'll hold it so all can see.
What is its name, you ask me?
They call it the letter G. [Places G.]

8.—I followed my little sisters
Fast as my feet could fly;
And with me I brought a letter
As straight as a reed,—'tis I.
[Places I.]

9.—Like a piece of pie is the letter
Somebody gave to me.
That isn't its name, however,
It is only the letter V. [Places V.]

10.—Together we now are building
For the years, as they hurry by,
I'll help,— though I am so little,—
By putting in place an I.
[Places I.]

11.—If you count the letters before me,
You'll find the number is ten.
I shall make just eleven,
And you may call me an N.
[Places N.]

12.—Last of all, I am coming,
I stand at the foot, you see.
I'll take my place with the others,
And you may call me a G.
[Places G.]

All.—
You have watched, and, letter by letter,
Have seen the structure grow,
But do you know it was started
In centuries long ago?
The shaft is only the shadow
Of something by you unseen,
And we are serving together
To keep its memory green.

Old Year.—You are welcome, my dears, I am glad to see you so happy. Have you more to say?

Children.—
Yes, now the shaft is builded,
We all are blithe and gay,
And we'll sing once more to welcome
A glad Thanksgiving Day.

(They join hands and sing. Key of B.)

F,, B,, B,, B,, G,, C,, C, D,, B,, B, C,, F,, F,- F,, B,, B,, B,, B,, G,, C,, C,- D,, B,, C,, A,, B,√ C- C,, C,, A,, G, B,, A, C,, C, C,, A,, G,, B,, A, C,, D,,- D,,, D,, B,, A,, C,, B, D,, C,, A,,B,, G, F,√

When the forests drop their leaves,
Autumn time, autumn time,
And we garner all the sheaves,
Happy, happy time.
Then we know is drawing near
Day to childish hearts so dear,
Coming, coming with its cheer,
Glad Thanksgiving time.

Old Year.—Why should you keep Thanksgiving?

Children.—
We keep it in remembrance
Of the brave days of old,
When men prized truth and duty
Far more than home or gold.

We are only little children,
But a story we all know,
Of something grand, that happened
Some centuries ago.

Perhaps you'd like to hear it?
'Tis about a little band
That sailed across the ocean
From a far-off foreign land.

Shall we tell the story?

Children, Old Year, and November.—
O, yes,—

Children.—
Then come with me
To the quaint old town of Leyden,
That lies across the sea.

It was in the early autumn,
When the fields were turning brown,
And the ripened fruits in orchards
Were slowly dropping down,

That two ships, with men and women,
And little children, too,
From Leyden went a-sailing
Across the ocean blue.

Old Year and November.—Who were in them?

Second Child.—
Fathers, mothers,—
Who had left their English home,
And to worship God in freedom,
Unto Holland once had come.

But, in spite of friendly welcome,
They could never quite agree
With the Dutch, and so they started
Out across the western sea.

Third Child.—
One ship was staunch and trusty,
It nothing seemed to lack.
But one was unseaworthy,
And so they sent it back.
Then these earnest men and women,
Who sought an unknown land,
All crowded in the Mayflower,
A devoted little band.

Fourth Child.—
Long weeks I see them sailing.
Around them sky and sea,
Yet no one dreamed of turning
From the goal of liberty.

Fifth Child.—

The autumn slowly faded,
Loud blew the wintry blast,
Ere before their weary vision
The land appeared at last.

Before them, wild and wooded,
The unknown country lay.
And between them and old England
The blue sea stretched away.

November.—

Were they filled with homesick longings?
Did they fear the coming years?
Did some eyes grow dim and misty
With their weight of unshed tears?

Children.—

Ah, that chapter of the story
None among us e'er can tell,
We but know that every duty
E'er was wisely done, and well.

From that time when in the cabin
They chose a governor
They tried to keep their promise,
That God's word should be their law.

November.—What year?

Children.—

'Twas 'sixteen twenty
When their voyage at last was o'er,
And December twenty-second
They landed on the shore.

Sixth Child.—

We mark the time by centuries
Upon the Season's clock
Since a woman's feet were planted
The first on Plymouth Rock.

November.—What could they do in winter?

Children.—

O, while the snow was drifting
O'er all the country wide,
They built their lowly cabins
Upon the bleak hillside.

Eighth Child.—

And the women, brave and cheery,
At the hearthstones oft would sing,
While they heard within the forests
The woodsmen's axes ring.

Ninth Child.—

But before across the uplands
Could springtime zephyrs blow
One-half of all their number
Was laid beneath the snow.

All sing (tune, "Afton Water." Found in "Songs of Scotland").—

Sing softly, sing softly, life's joy and its pain,
To those who are sleeping, can come not again.
The Puritan fathers and mothers so brave,
With hands meekly folded, now rest in the grave.
Look backward, look backward, through all the long years,
They rest from their labors, their toil, and their fears;
They fought well life's battles, till God gave release.
Sing softly, sing softly, they're resting in peace.

November.—That is a sad story you have told, children, but I honor those brave men and women. What could the few who were left alive do in the spring?

Children.—

O, the living ploughed and planted
When the spring returned again,
And in autumn time they garnered
Ripe fields of waving grain.
Then they said, "The God above us
Brought us safe the waters o'er,
And in mercy now hath blessed us,
In basket and in store.
And that each upon his altar
May some humble offering lay,
Let us keep, with prayer and praises
To our God, Thanksgiving Day.
And that the savage heathen
May find the narrow way,
Let us bid them come, and with us
Keep this first Thanksgiving Day.

November.—Did they come?

Children.—

Ah, history's pages
Tell of that Thanksgiving feast,
When the fathers, mothers, children,
From the highest to the least,
With ninety of the savages,
In paint and feathers gay,
All met in olden Plymouth,
And kept Thanksgiving Day.

Tenth Child.—

This feast, of course, all happened,
O, centuries ago.

Eleventh Child.—

And those noble men and women
Have long been dust, we know.

All.—

But the nation that they planted,
In sorrow and in tears,
Shall larger grow, and stronger,
Throughout the future years.

And we, the nation's children,
Would honor them alway,
And keep in our remembrance
That first Thanksgiving Day.

Song (tune, "At Easter Time." Found in Jenks and Walker's "Songs and Games for Little Ones").—

To One above our hearts we raise,
Thanksgiving time, Thanksgiving time;
For him we'll sing our songs of praise,
At glad Thanksgiving time.
'Tis he who gives us home and friends,
The beauty all around us sends,
And countless blessings to us lends,
At glad Thanksgiving time.

All.—

This is our simple story,
And this is why, alway,
Each year, o'er all the nation,
We keep Thanksgiving Day.

All stand with clasped hands, looking upward while they sing, to the tune, "America."

Now as we turn our eyes
Back through the centuries,
A weary way;
When we our harvests reap,
E'en though the Pilgrims sleep,
May we forever keep
Thanksgiving Day.

Tableaux: Old Year, November, Monument, Children.

FAMOUS CHILDREN.—(II.)

EDWARD THE SIXTH OF ENGLAND.

BY PAMELA MC ARTHUR COLE.

HALF a century later, England had another child-king, Edward the Sixth, who came to the throne at the age of nine years, January, 1547.

As the heir to the crown of England he had been carefully watched all his life, and when he was a baby no person except those who took care of him was allowed to "come near his cradle without an order from the king's own hand," for fear some person might wish to do him harm.

In those days study, what we to-day would call pretty hard study, began early in life. If a boy were to be a scholar, he had to work, and books were not so abundant or so easy to read as they are to-day.

When Edward was six years old his schooling began in good earnest. Three or four of the most learned men of the time were his tutors. He studied Latin and Greek, French and German, he had for a writing master Roger Ascham, who was the most famous teacher of those days; there was also another gentleman whose business was to teach him good manners.

Children may think this was a rather hard life for a little boy to have to study so much as would be necessary in order to learn all these things, yet Edward seems to have led a rather happy life. One thing he escaped which children to-day sometimes have to bear; he was not whipped.

Those were days when there was a good deal of whipping; then, and long afterwards, even young men in college were whipped when they were disobedient or otherwise ill-behaved. A story is told of a young gentleman who, having finished his studies at college, went in his best clothes and with his sword at his side (gentlemen always wore a sword then) to take leave of one of his tutors. He thought he was no longer a pupil, but it seems he thought wrong, for he happened in some way to offend the tutor, who gave him a sound whipping before he left the room.

Royalty, however, must be treated with respect. Princes and kings were not to be handled roughly. So little kings had what was called "a whipping boy." When the young prince or king behaved badly and deserved punishment the whipping boy was called up, and he had to take what the prince deserved.

The whipping boy was a companion of the prince. He was well-dressed, had everything nice to eat and drink like the prince himself, and shared all the prince's studies. Edward's whipping boy was the son of an Irish gentleman, and his name was Barnaby Fitzpatrick.

We are told, however, that his lot was not a hard one, for Edward behaved so well, that but little whipping was needed; and when Barnaby was whipped, Edward was as sorry as if it had been himself who was punished.

Edward was the youngest king, except Henry the Sixth, ever crowned in England. His coronation was a splendid pageant, and among the long and tiresome ceremonies there was much that the little king could not understand. He was attentive, he asked questions, and his questions and remarks showed much thought, but the person who attracted his attention most was a Spanish rope-dancer, whose capers gave him more pleasure than anything else that he saw.

He met the council regularly; these were the noblemen who managed the affairs of the state; he was not old enough to do much himself, but he tried to learn all that a king was expected to know. He kept a diary and wrote down carefully every day what had been done by the council. One day he writes about an agreement between England and Germany, "This was done to get friends. The reasons be in my desk."

After his coronation Edward and his companion Fitzpatrick kept on with their studies as before. We read of no bad advice from "the whipping boy," but another companion tried to teach Edward to swear, telling him that it was a common habit of kings and especially of his late father, Henry the Eighth. This, probably, Edward did not know, for he had been away from his father most of his life, and he had been taught to have a great respect for him.

He tried the new lesson once, but no more. His tutor was shocked and inquired from whom his majesty had heard such words.

His majesty was not willing to tell, for he was too generous to be willing to bring his companions into disgrace, but he was obliged to yield and the young gentleman received such a whipping that he was careful what advice he gave in the future, and Edward was careful to take no more bad advice.

Edward was a good boy, and would probably have been one of the best of the English kings if he had lived. He died in July, 1553, in his sixteenth year.

Among the last acts of his life was to establish three institutions for the poor in the city of London. One of them was Christ's hospital, which is commonly called the "Blue-coat school" from the dress of the boys. It was a copy of the dress of Edward himself, except that where his frocks were of blue velvet, theirs were of woolen cloth. The style has never been altered.

The boys wear yellow stockings, and blue frocks so long that they must be tucked up when the boys run or play. They have caps, but it is not the custom to wear them, and the boys are seen bare-headed at all times of the year. They are very proud of their uniform and of their school; some of the great names of England are in the list of the "Blue-coat boys."

In their great hall there is a picture of Edward signing the charter of the school. It was a little while before his death, and he expressed great pleasure at having been able to carry out his plan. It must still give pleasure to his gentle soul to remember how much good he was the means of doing.

❋ BOOKS. ❋

GEMS OF SCHOOL SONG. For Children of All Ages. Selected by Carl Betz, Kansas City. New York: American Book Company. Boards. (7½x9½.) 190 pp. Price, 70 cents.

Notwithstanding the numerous books of this class, there is still a demand for good, fresh, and tuneful songs for school use, and this book certainly meets this want. The songs represent a large and varied repertoire, including those favorites of the past, which are ever fresh, and the latest and best of the present. Many of the songs are those which are used in the schools of Germany, and, for the most part, have never before been published with English words. They are arranged topically, leaving the selection of pieces for particular occasions to the taste and judgment of the teachers. The following outline will give a good idea of the subjects, numbers, and character of the songs included in this book: Morning (10 pieces), Evening and Night (17), Lullabies (3), Spring (27), Summer (15), Autumn and Winter (11), Forest and Stream (15), Flowers (10), Birds and other Creatures (19), Home (30), the Hunter (6), the Soldier (5), Pleasure (19).

Mr. Betz is the supervisor of music in the public schools of Kansas City. He has edited several successful school music books before, but this is decidedly the best of his work, and one of the best of its kind ever put upon the market.

THE CENTURY BOOK OF THE AMERICAN REVOLUTION. By Elbridge S. Brooks. Introduction by Chauncey M. Depew. New York: The Century Company. Illustrated. Cloth. (7x10.) 250 pp. Price, $1.50.

Mr. Brooks is one of the few Americans who can write for children in a manly way. There is never a sentence in which the children are not interested, and there is not a childish thought or phrase. This is one of his most successful efforts. He tells the story of the pilgrimage of a party of young people to the leading battlefield of the American Revolution. He first acquainted himself with the reliable facts and exact conditions a century and a quarter ago, and he here acquaints the young people with so much as they need and will enjoy. The book is issued under the auspices of the Empire State Society of the Sons of the American Revolution.

THE KINDERGARTEN SYSTEM: ITS ORIGIN AND DEVELOPMENT AS SEEN IN THE LIFE OF FRIEDRICH FROEBEL. By Alexander Bruno Hanschmann. Translated by Fanny Franks. New York: The Macmillan Company. Cloth. 253 pp. Price, $2.00.

Hanschmann's "Life of Froebel" has long been regarded as the most complete account of the progress and development of Froebel's educational thought. Those who have been able to read German have hitherto had a great advantage over those who were confined to English so far as this work was concerned, but now all have this masterly treatment in good English. This is so clear, so readable, so inspiring, that one can but regret so many Americans have been long deprived of its helpfulness. Nowhere else does Froebel appear to so good advantage to readers of English.

A NEW BABY WORLD. Edited by Mrs. Mary Mapes Dodge. Profusely Illustrated. New York: The Century Company. Quarto, 200 pp. Price, $1.50.

This is a successor to the popular series of books for very little readers, which, under varying names, have sold to the extent of thousands of copies. The editor of St. Nicholas has drawn from the pages of that magazine a selection of stories, sketches, poems, and jingles suited to the comprehension and taste of the captious critics of the nursery. There is no intrusive effort at preaching, nor has an attempt been made to store the book with concrete information. A few of the old favorites from previous editions have been retained, but, in the main, the selection has been from new material. Work of many of the most popular of juvenile writers is included, and there are pictures on nearly every page.

VERTICAL ROUND HAND WRITING BOOKS. By H. W. Shaylor. Boston: Ginn & Co.

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BOTANICAL NOTEBOOK. By William Whitman Bailey, Brown University. Providence: Preston & Rounds. Cloth. 102 pp. Price, 75 cents.

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GERMANY—HISTORY FOR YOUNG READERS. By Kate Freiligrath Krocker. New York: D. Appleton & Co. Cloth. (4x6.) 252 pp. Price, 60 cents.

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Out for a Walk.

BY L. F. ARMITAGE.

A JACK-O'-LANTERN went for a walk
With a turkey gobbler gay.
The time they chose for their promenade
Was the night of Thanksgiving Day.
Said the Jack-o'-lantern, "Let us go
And into the window peep,
Where Billy Boy, tired out at last,
Is lying fast asleep."

On tiptoe, then, up the hill they stole,
"We'll frighten him well," said they,
"Then he'll not want to eat all our brothers up
On next Thanksgiving Day."
"Gobble, gobble," then cried the gobbler gay,
And Billy woke at the sound.
He sat up in bed and rubbed his eyes,
And began to look around.

But when he saw the grinning face,
And the bird with bristling wings,
He thought of witches and Brownies and imps,
And all of those kinds of things,
And he gave a scream and hid his face,
And his mother soon was near.
"What is the matter, my son?" she said.
"You are feeling ill, I fear."

"They are after me! They are after me!"
Cried Billy with streaming eye;
"You are dreaming," his mother said. "You've had
Too much turkey and pumpkin pie."
But the Jack-o'-lantern grinned with glee,
And whispered, "Now come away,
We'll stay out all night and find all the boys
Who've eaten too much to-day."

Good-Bye, Little Flowers.

HARK! through the pine boughs
Cold wails the blast.
Birds south are flying,
Summer is dying,
Flower time is past.

Cold are November skies,
Sunless and drear.
Goldenrod, eyelids close;
Asters, tuck in your toes;
Winter is here.

"Good-bye, little flowers!"
The icy winds sing;
Snow, blanket them over;
Sleep well, little clover.

—Selected.

We Thank Thee.

FOR flowers that bloom about our feet;
For tender grass, so fresh and sweet;
For song of bird and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank thee!

—Ralph Waldo Emerson.

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Thanksgiving Song.

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[Tune: "Maryland, My Maryland."]

WHAT is it that is very near?
Thanksgiving Day! Thanksgiving Day!
What always fills our hearts with cheer?
Thanksgiving Day! Thanksgiving Day!
And when will we so happy be,
When will our hearts from care be free,
When will we one big turkey see?
Thanksgiving Day! Thanksgiving Day!

When will we be so full of pain?
Thanksgiving Night! Thanksgiving Night!
We'll never want to eat again,
Thanksgiving Night! Thanksgiving Night!
We hold Thanksgiving very dear,
It only comes just once a year,
We couldn't stand it more, we fear,
We eat so much Thanksgiving Day!

Thanksgiving Song.

BY M. ALFREDDA SHIRLEY.

Tune—"Battle Cry of Freedom."

WE have gathered here to-day while our hearts are full of cheer,
Joyous we celebrate Thanksgiving,
And we wait the welcome day with a score of mem'ries dear;
Joyous we celebrate Thanksgiving.
Our friends will be with us and all will be glad,
In homes bright and cherry not one will be sad;
But we'll ne'er forget whose mercy is o'er us day by day;
Joyous we celebrate Thanksgiving.

Our land is fair and fertile, its plains and valleys wide,
Gladly we offer our thanksgiving;
There are mountains in their grandeur, and forests deep beside;
Gladly we offer our thanksgiving.
The grain-fields have yielded rich products for all,
The fruits have been gathered, the leaves now may fall;
But we'll ne'er forget whose mercy is o'er us day by day;
Gladly we offer our thanksgiving.

We will praise our loving Father for all his kindly care,
Truly we render him thanksgiving;
And we'll take as from his hand all the blessings that we share;
Truly we render him thanksgiving.
For health we may thank him, for home's kindred band,
For freedom so precious, and peace in our land,
And we'll ne'er forget his mercy is o'er us day by day;
Truly we render him thanksgiving.

And though life's sunny skies may be darkened for a while,
Surely we'll breathe sincere thanksgiving,
Knowing that beyond the clouds brightly still the sun doth smile;
Surely we'll breathe sincere thanksgiving.
For those who will trust him he ne'er will forsake,
Of God's gracious bounty we still may partake,
And we'll ne'er forget his mercy is o'er us day by day;
Surely we'll breathe sincere thanksgiving.

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[September 24 and 25, 1897.]

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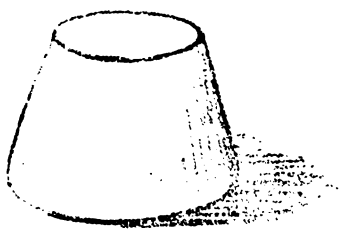
to the hue resulting from modifying yellow by green? (b)

1. (a) In elementary color study, what name is given Name a flower which illustrates (1) dominant harmony; (2) analogous harmony; (3) complementary harmony. (c) Where in nature may the spectrum colors be found?

2. Inscribe a square within a circle of two inches diameter.

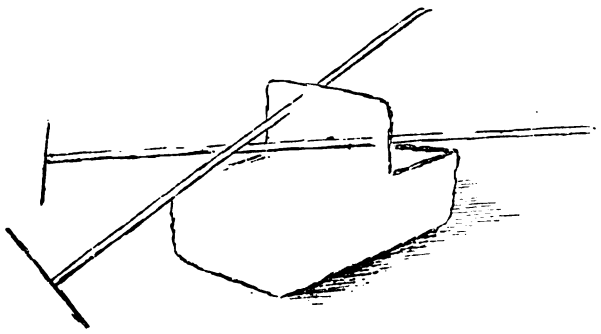
3. Sketch and group a square plinth, cone and half cylinder, and shade same.

4. Copy sketch, and modify to represent a common tin dipper.



5. Define (a) trefoil; (b) sketch.

6. Copy sketch, and modify outline to represent a basket, rake, and hoe.



7. Make plan and elevation of object indicated.



8. Place in perspective a line six inches long parallel to the E. L., and extending an equal distance on each side of the L. D., the line to be located in the plan one and one-half inches from G. L. Make the E. L. six inches from the G. L., and the M. P. twelve inches from C. V., on a scale of one inch to three inches.

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5. If water expands 10 per cent. when it turns to ice, what per cent. does ice contract when it changes to water?

6. Find the amount of $130 at exact interest at 5 per cent. per annum from August 13, 1897, to January 10, 1898.

7. Successive trade discounts of 33 1-3 per cent., 20 per cent., and 5 per cent. are equal to what single discount?

8. How much money must be invested in U. S. 4's of 1925 at 120 to produce an annual income of $600 from the bonds?

GEOGRAPHY.

1. At what time of the year are the sun's rays most oblique at (a) Washington; (b) Melbourne?

2. A ship is in latitude 42 degrees north and longitude 70 degrees west, near what mainland is the vessel?

3. (a) At what season of the year does the Nile overflow its banks? (b) Account for the excess of water that produces the overflow.

4. Mention a great river that flows across (a) North and South Dakota; (b) Venezuela; (c) Germany.

5. Locate the following cities and state for what each is noted: (a) Baltimore; (b) Lyons; (c) Minneapolis.

6. The Mississippi is said to be the most important river in the world. Give two reasons for this claim.

7. To what country do (a) the Bahama Islands belong; (b) the Philippine; (c) the Hebrides? (d) Mention an important product of the Bahamas.

8. Mention an important educational institution in (a) Poughkeepsie; (b) Ithaca; (c) West Point; (d) Schenectady; (e) Albany.

GRAMMAR.

For myself, I can truly say that the strongest and most abiding incentive to excellence by which I was ever animated sprang from that look of solicitude and hope, that heavenly expression of maternal tenderness, when, without the utterance of a single word, my mother has looked into my face, and silently told me that my life was freighted with a two-fold being, for it bore her destiny as well as my own. Horace Mann.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:—

1. Clauses are principal or subordinate. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or the passive voice.

8. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

1. Classify according to note 1 the following clauses: (a) Incentive sprang; (b) mother has looked; (c) it bore.

2. Give five modifiers of incentive.

3. Give two modifiers of looked, and three of told.

4. Parse abiding.

5. (a) Give the mode and tense of each verb in the above selection. Which are (b) transitive; (c) intransitive? (d) Which are used in the passive voice?

6. Give the syntax of the following: (a) incentive; (b) expression; (c) own.

7. What part of speech is each of the following: (a) for; (b) that; (c) most; (d) that; (e) for?

8. Define (a) a common noun; (b) an abstract noun. Give an example of each.

9. Illustrate the use of an adjective (a) in the comparative degree; (b) in the superlative degree.

10. Write a sentence whose subject is (a) an infinitive; (b) a clause.

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COMPOSITION.

Write a composition on one of the following subjects: (1) "The Long Vacation"; (2) "Should teachers be pensioned?"; (3) "The County Fair."

Credits will be given on the merits of the composition, with particular reference to three points:—

1. The matter, i. e., the thought expressed.

2. The correctness and propriety of the language used.

3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

PHYSIOLOGY AND HYGIENE.

1. What classes of joints are represented at the extremities of the humerus?

2. What is the function of (a) the papillae; (b) the auditory nerve; (c) the crystalline lens.

3. (a) What provision is made for the protection of the dermis? (b) What special provision does nature make for the protection of parts of the dermis subject to unusual pressure or friction.

4. Why does the blood possess more vitalizing properties after passing through the capillaries of the pulmonary circulation?

5. State approximately (a) the normal temperature of the body; (b) the normal pulse of an adult per minute.

6. Why may the cold bath, which is beneficial to one person, be harmful to another?

7. What organs are affected chiefly by (a) bronchitis; (b) pleurisy; (c) appendicitis?

8. What effect does the excessive use of alcohol produce upon the nervous system?

AMERICAN HISTORY.

1. (a) What is meant by the northwest passage for which the early explorers searched? (b) Why was such a passage so much desired?

2. (a) About what time and (b) for what special purpose was Pennsylvania settled?

3. What disposition was made of the French territory between the Alleghany mountains and the Mississippi river at the close of the French and Indian war?

4. (a) By what route did the main army of the British enter the state of New York in 1776? (b) By what route did the army of Burgoyne enter the state the following year?

5. Michigan, the twenty-sixth state, was admitted in 1837. (a) Name a state, west of the Mississippi, then in the union. (b) Give a general idea of the extent of territory, west of the Mississippi, belonging to the United States, but not at that time erected into states.

6. (a) What political party was opposed in the main to the prosecution of the Mexican war? (b) On what grounds was that war opposed?

7. Five presidents of the United States have been residents of Virginia; name three of them.

8. Mention a public service or important historic fact connected with the life of each of the following men: Horace Greeley, John Ericsson, Stephen A. Douglass, George B. McClellan, John C. Calhoun. Answer four only.

METHODS IN SCHOOL ECONOMY.

1. It is claimed that teaching reading by the alphabet method secures better spelling than by other methods. Give one reason for and one against this claim.

2. Outline a topical lesson in geography, taking the St. Lawrence river for a subject.

3. In addition of decimals, why do you place the decimal points in the same vertical line?

4. Give three ways of securing attention, in which you have been successful in school.

5. Show how a change of labor, as from the study of grammar to drawing, often awakens a new interest and refreshes the pupil.

6. Where should the foul air exit be placed in a schoolroom? Give two reasons for your answer.

7. Give two reasons why the teacher should control the seating of pupils at school.

8. Name three physical conditions necessary to proper study.

9. In the order of recitations which should come first, spelling or gram-



The light in the window, after midnight but too frequently tells the old, old story of the awful torture of approaching motherhood for some illy-prepared women. All too often death lurks on the doorstep. This is a story that would seldom be told if women would but properly prepare themselves for the duties of motherhood. If a woman will take the right care of the organs that make motherhood possible, approaching maternity will have no fears for her. Nature intended that all women should bear children, and did not mean that this duty should be a cruel torture. Woman's own ignorance and neglect have made it so.

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mar? Give reason for your answer.

10. Outline briefly a method of word-analysis.

CURRENT TOPICS.

1. What European statesman was recently assassinated?

2. What great engineering work has been begun on the St. Lawrence?

3. What state senator has recently died?

4. (a) What state officer will be voted for at the general election this fall? (b) Who are the candidates of each party?

5. (a) Who has been nominated for mayor of New York? (b) By what organization?

6. What is the present situation of affairs in the coal miners' strike?

7. What decisions have been recently called forth as to rights of strikers?

8. (a) What college president was asked to resign on account of his views on finance? (b) How has the matter been settled?

CIVIL GOVERNMENT.

1. (a) To how many United States senators is each state entitled? (b) How are they chosen? (c) What is their term of office?

2. State two acts by which a qualified voter may forfeit his right to vote.

3. State two powers of the legislature beside the enacting of laws.

4. (a) What is the chief duty of the superintendent of public works? (b) How does he receive office?

5. If the courts declare a statute to be in whole or in part unconstitutional, what is the effect of such declaration?

6. (a) What right does the state constitution guarantee to its citizens in regard to free speech and press? (b) What restriction is placed upon this right?

7. What is the total compensation allowed members of the legislature?

8. State two restrictions which the constitution of New York places upon the legislature.

9. Give the titles of two boards or commissions appointed by the governor, and state the principal duties of one of them.

10. What constitutional provision insures that a certain portion of the United States senate shall consist of experienced members?

SCHOOL LAW.

1. Who has sole authority to admit non-resident pupils to the school?

2. If a person offering to vote at school meeting is challenged, what course must he pursue in order that his vote may be received?

3. What persons are eligible to the office of school commissioner, but are not eligible to any other elective office of the state or county?

4. In all propositions arising at school district meetings involving the expenditure of money, in which of two ways must the vote be taken?

5. State five specific purposes for which a school district meeting may vote a tax?

6. What legal qualification must a teacher possess before contracting to teach, and what items must the contract contain?

7. If a teacher is absent from school without the consent of the trustee, what is the effect upon his contract?

8. (a) In case of a vacancy in the office of school commissioner, what officer has the power of appointment? (b) For how long a time does the appointee hold the office?

9. If a school commissioner annuls a teacher's certificate, what recourse has the teacher?

10. Between what dates does the compulsory education law require attendance at school?

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Forgetting grammatical aspect and beautiful setting, lead him back to ask, "Is this a true thing? Can I live it? If I live it, can I live better?" When you touch a child on the side of the beautiful, you have touched him for good.

When a child reads a piece of literature, we are too impatient to have him give it back to us and tell us what he has read.

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Any teacher who will drag from a child, before he is ready, his impressions of a piece of literature does the pupil a violence.

When we give to a child the best in our language, we need not fear the result; it will work itself out in high thinking and noble living. The child will grow into a living realization of the legend:—

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In the midst of the good is God, the Eternal One."

—President Brumbaugh, Juniata College.

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BY JOSIE A. HUNTLEY.

1. That it is a source of pleasure and profit to both teacher and pupil to learn a quotation each day and associate it with the name of the author. Put it on the board with bright chalk. Have the author's picture on your desk, and talk about him. It is no matter whether he was born in 1807 or 1830. Really, discouraging (?) as it is, the children don't seem to care about that!

II. That it is a good thing for little folks to become machines as far as multiplication tables are concerned. Put a column of numbers on the board ranging from one to twelve. Have pupils stand and give the result obtained by multiplying each by a designated number. This does away with the use of a pointer, which is necessary when a circle of numbers is used. It takes much practice to be able to move the pointer with skill and grace.

III. That it is better for a teacher's hand to be empty, so don't grasp a crayon all day, roll a pencil between the hands, or carry a notebook around with you.

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A Street Gamin in the Boston Art Museum.

BY ELEANOR ROOT.

"Say, missus, ken I go in with you?" I tilted my umbrella and looked down upon a diminutive street gamin who was gazing up appealingly into my face. A light broke in upon me.

"Oh, you have to be accompanied by an older person—is that it?" I asked.

"Yes, ma'am!" he nodded emphatically.

"And if I take you in shall I have to follow you all around?"

"No; I'll go wherever you go."

With this proviso, we mounted the steps.

"I ain't never been here before—we jes' moved to Boston," he volunteered.

I began to be interested. Here was virgin soil indeed? How would the massive grandeur of the Egyptians and the aesthetic beauty of the Greeks impress this child of the people?

"You go ahead," I said, as we entered the door, "and I'll follow." He looked at me sharply out of his twinkling, little eyes, as if to ascertain the reason for my change of front; then darted to the left. Passing quickly through the room of modern sculptures and French and German renaissance, he ushered me into the Italian renaissance. Here he paused.

"Ah, whatever is the finest and best, does appeal to the untutored child-soul," I thought. Aloud, "What do you suppose that is?" pointing to Donatello's statue of David.

"Jack the Giant Killer," he replied promptly. When he found it was only David, he looked at it with estranged eyes. He seemed so manifestly depressed that I hastened to show him David's sling and the gash in Goliath's forehead. He cheered up.

"That's where it went!" he ejaculated gleefully, putting his hand in the hole. "My, wasn't he a good one!" I ventured to inquire whether he referred to David or the giant. He looked at me pityingly.

"David!" he said, after an explosive pause. He turned his attention to the Sienna pulpit, with its classic columns and gracefully arched canopy.

"Is this a summer house?" he inquired. I explained its high office, indicating where in the original were the steps.

"See how high the priest would stand above his people," I said. "All could see him, couldn't they?"

"My, wouldn't it be a good place to see a football game!" he exclaimed. We went on.

Presently we came to a head of Niobe. He paused and vouchsafed the information that this was "a real pretty face," only she looked as if she wanted to cry. Here was fallow soil for a good-sized seed of instruction, so I told him that soon we would come to a large statue of her where she was trying to protect her last child from the arrows of the enemy, and that I wanted to see if he could tell it. He gazed long and earnestly at the face.

"Do you see anything about this head that is different from yours?" I asked, as we stopped before a faun.

"The mouth is littler," he replied.

"Yes, but what else?"

"The yeres are bigger and pointeder." I was delighted.

"That's right," I said, patting him on the shoulder. "And now there is something else that's different. Whenever you see a statue with pointed ears, you may always be sure of something else. Look at it closely on every side, and see if you can't find out yourself."

"He's got a tail!" triumphantly. "He's got a tail!" I patted him on the shoulder again.

"These big, pointed ears and a tail always go together," I said. Whenever you see the one, you'll be sure to see the other. Now, don't you want to know what we call this figure?" He was all attention.

"F-a-u-n. What does that spell?" He did not know. "Well, what does f-a-n spell?" I asked.

"Fan. Is that a fan?"

"No, it's a f-a-u-n—faun," I replied. "But you can think of fan first, and then the right word will come to you."

"Oh, here's another fan!" he ejaculated a moment later, as he circumnavigated a statue." "See his yeres and tail!" I corrected his pronunciation. Clearly something was wrong with my system of mnemonics.

"But you said to think of a fan," he said aggrievedly—"and, anyhow, I can't think o' nothin' else when I look at them yeres!"

"What does she look as though she were about to do?" I asked, calling his attention to a heroic figure of Niobe, holding her arms beseechingly aloft, above her daughter. His face lit up.

"She looks like she's gon't to hit!" he said. "Let's go up stairs." We went.

He led the way through the rooms, nonchalantly gazing at the paintings with the blase air of one who felt that these shores could hardly hold works of art worthy his attention.

"I'm going home now," he remarked succinctly, after a pause. And he went, despite all my entreaties.—Boston Transcript.

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The cost to the consumer of almost every article needed for the comfort and well-being of every individual is very largely increased by having to pass through so many hands before it finally reaches the user. The nearer the maker and consumer can be brought together in the purchases of the necessities of life, the more money saved to the user. The Larkin idea is to sell direct from the manufacturer to the one using the goods, thereby effecting a saving sufficient to pay the cost of the valuable premiums offered, free. The Larkin Company adopted this method some years ago, and it has proved so satisfactory that many thousand families buy none other than the Larkin soaps direct from the makers, although in almost every place some good soaps are in the stores. Any one of the premiums they offer is well worth the $10 you pay, so you do actually save half.

We have heard many expressions of satisfaction from those who have dealt with the Larkin Soap Manufacturing Company, and we know every one who orders the goods will be fully satisfied, though the offers seem wonderful.

THE LADIES' WORLD

is the best, cheapest, brightest and most practical ladies' magazine published in America. Each issue contains from 20 to 28 large pages, size of *Harper's Bazar*, and is enclosed in a handsome cover, printed in colors. Its departments embrace Fiction, Poetry, Special Helps, Housekeeping, Out-of-Doors, Artistic Needlework, What to Wear, Family Doctor, Boys and Girls, Mother's Corner, Etiquette and Home Decoration. It publishes *original matter only*, and its contributors are among the best of the modern writers. In order to introduce our

3 MONTHS FOR 8 Cts.

magazine into thousands of new homes where it is not already taken, we will send it three months—including Thanksgiving and Christmas issues—to any address, prepaid, for **8 cents** in stamps. This small sum will not pay us for the advertising, to say nothing of the magazine, but we are so firmly convinced that if you will give it a trial you will want it continued, we take this means of placing it before a large army of new readers, and expect to reap our reward in the future. Send along the stamps and give it a trial. You will be more than pleased with your small investment. Address

S. H. MOORE & CO., 23 City Hall Place, New York.

An Incident in a Chicago School which Led to Great Results.

Not many years ago the late Dr. J. C. Burroughs visited a Chicago schoolroom, where he found a class reciting with listless interest from one of the graded school readers. He asked the teacher in charge why she did not give the children something interesting, rather than have them go over the same material again and again. Picking up one of the volumes of the Riverside Literature Series, containing Hawthorne's "Wonder-Book," which happened to be at hand, he asked her why she did not give them that, for example. Her reply was that there were on almost every page several words that the children had never had before in the schoolroom. After some coaxing and some show of authority, for he was then one of the assistant superintendents of schools, he induced her to make a trial of the "Wonder-Book."

The first boy to read from it very soon ran across a word, the meaning of which he did not understand. Dr. Burroughs then asked other members of the class if they could help him. Somewhat surprised at being called upon to take an interest in the recitation, one or two raised their hands and gave the information called for. After reading a few more lines, another hard word was reached, and several others in the class, finding that they were expected to take part in the exercise, raised their hands and defined the word. This continued for a while, until the entire class had become much interested, and were on the alert to find out, if possible, the meanings of the words which gave difficulty to the reader. At last a word was reached the meaning of which no one knew. The good doctor said that he would not give the meaning, and that he should keep them reading until they could find something in the story that would help them out. After reading some ten or twelve pages, when even the doctor had begun to despair of getting help from the text, a phrase was reached which revealed the exact meaning of the word in question. At this point the children became almost frantic, and waved their hands with great glee at their discovery. Dr. Burroughs quietly remarked to the teacher that before talking with children he did not place upon the board and discuss the long words he expected to use, and that he did not think it was necessary to do the same in regard to matter that they were about to read; that it was much better for children to try to find out something for themselves than to have everything told them.

Not long after, many thousands of books from the same series were ordered for use in the schools of Chicago, and to-day there will be found excellent reading matter in all the grades of school work, contained in books which do not define beforehand all of the words that the children have never had, but in which the children are, nevertheless, much interested, and by the aid of which they appear to be making much greater progress in the acquisition of knowledge, as well as power, than ever before.

There is no school that disciplines the mind
And broadens thought like contact with mankind.
—Ella Wheeler Wilcox.

The fruit of idle moments is disorder. Never let one moment pass in the schoolroom without each one being provided with some profitable employment.

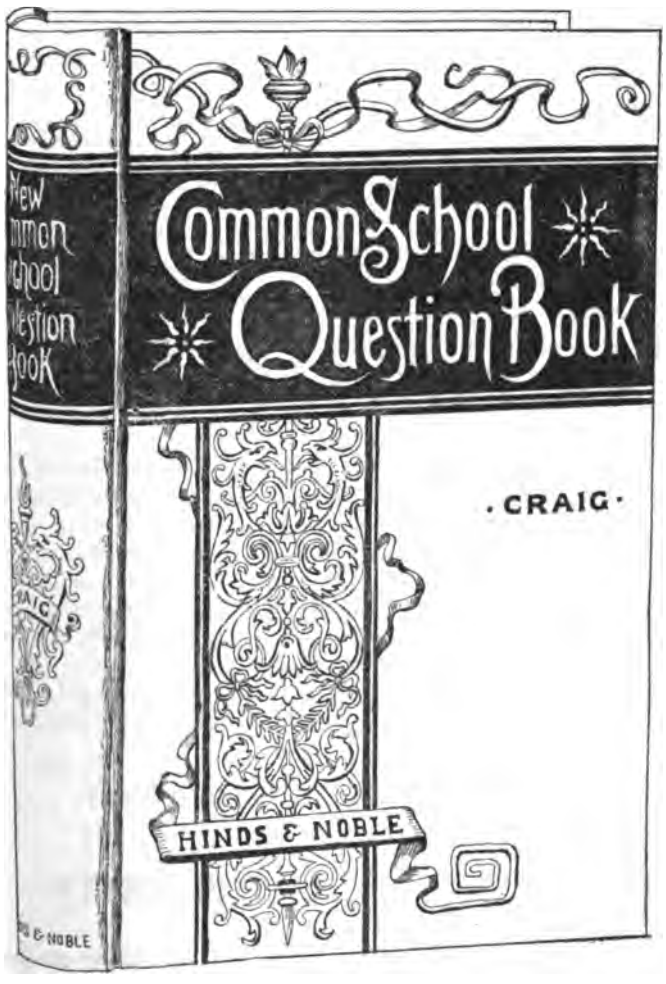
The height of my ambition is only to find my place, though it were but a sweeper of chimneys.—Charles Kingsley

"To find time," remarked an industrious man, "never lose it."—Scott.

Virgil's father was a poster, and for many years a slave.

Demosthenes was the son of a swordmaker and blacksmith.

The father of Sir Robert Peel, the statesman, was a day laborer.



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Craig's Question Book, postpaid, and Normal Instructor one year for only 98 Cents

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contains over 500 pages, 20 separate departments, eight thousand two hundred (8,200) Questions and Answers, thoroughly covering the following subjects:—

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It is elegantly bound in cloth, and sells everywhere at $1.64, postpaid.

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is an educational journal which must be seen and read to be appreciated. It is read regularly by 100,000 teachers, contains 52 large pages, and is but 50 cents a year.

Owing to recent improvements, enlargement, etc., the price is to be increased to $1.00 a year, on January 15th, 1898.

No matter how many other publications you may have, you need **Normal Instructor.**

Positively Limited to Jan. 15th.

Bear in mind that this offer is limited to January 15, 1898, and that at any time prior to that date you can secure **Normal Instructor,** together with **Craig's Question Book,** the combined price of which is **$2.14,** for only **98 cents.**

If you wish **Normal Instructor** separately, you can get it at any time before the increase in price for 50 cents.

One sample copy of **Normal Instructor** free to any address.

Better Order To-day!

NORMAL INSTRUCTOR,

Box I. DANSVILLE, N. Y.

A CONTEST THAT EDUCATES.

In order to interest a wider circle of readers in **The Inland Educator**, which has already taken its place in the front rank of teachers' magazines, we have decided to inaugurate a great

ERROR HUNTING CONTEST.

This contest will be so conducted that every one of our readers will have an equal chance. Professional proof-readers will be barred, and a careful statement of all the rules governing the forms used in **The Educator** will be furnished to each contestant. All you need to do is to make a careful study of the number of **The Educator** selected and send us a list of all deviations from the correct form.

To the one sending us the largest list of errors we will give $50.00 in cash.
For the next five largest lists, $50.00 in cash.
For the next five largest lists, $25.00 in cash.

The object in planning such a contest is to increase our subscription list, and to that end we limit the contestants to paid subscribers. **The Educator** is $1.00 per year, or 60 cents for six months. We believe all who try it will be so pleased that they will become permanent subscribers.

The contest will be based upon the January, 1898, number, and all lists must be mailed to us by March 1, 1898.

If you want to see a copy before subscribing, write us and we will forward it free, with full statement of the details of this contest.

The Inland Publishing Co.
Terre Haute, Ind.

HOW TO SEE THE POINT AND PLACE IT.

Punctuation Without Rules of Grammar.

A book of 40 pages, which teaches punctuating rapidly by example. Many people who have studied English, Latin, and Greek grammar are very careless and slovenly punctuators. This book is indispensable to all writers. By mail, **20 Cents.**

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Kindergarten Training Classes.

MISS MARY ELLASON COTTING (for the past seven years a training teacher in Public Schools of Kindergarten and Primary Methods) will form

Kindergarten Training Classes for Young Women, November 1st.

SPECIAL EVENING and SATURDAY CLASSES for PRIMARY TEACHERS will open October 11th. This course will lead the Primary Teacher to an understanding of Froebel's methods and their relationship and adaptation to all school work.
For circulars address Miss Cotting, at *Waltham, Mass.*, till December 1st.



5000 RAZORS GIVEN AWAY!

Special offer, 5000 handsome imported Sheffield steel razors absolutely FREE, only one to each person. Sheffield Razors are known the world over as the best razors made, selling as high as $10.00 each. To introduce into every home our shaving soap which beautifies the skin, removes pimples, blotches and all facial eruptions, leaving skin soft & smooth as a baby's, delicately perfumed after a shave. We give above razors ABSOLUTELY FREE. Send 10 cts. silver or stamps, for sample cake of soap and we will send one at once securely boxed prepaid. Each razor is highly finished with handle artistically worked in gold. Some firms send thousands of dollars advertising their goods in the magazines, when we make an offer, we mean it, knowing you will appreciate the present and show our goods. Address BORDEN CO., Mfg. Agts. New York City, P. O. Box 2252.

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A CANTATA OF THE SEASONS. Argument by Madaline Yale Wynne; verses by Lydia Avery Coonley: music by Frank H. Atkinson, Jr. Your school will enjoy and profit by the rendering of this NEW cantata.

Recitations, Solos, Quartettes, Trios, and Choruses for the entire school.

Sample copy, postpaid, on receipt of 25 cents.

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Teachers' Improvement Co.

The perplexing question, "What shall I give my pupils at the close of school or at Christmas?" has bothered many a poor teacher's head, and perhaps in some cases has used up as much nerve energy in deciding as would two or three weeks of ordinary school work. Therefore, anyone who steps in and settles the matter for thousands of teachers does in the aggregate an immense amount of good in the educational world. This is just what the Teachers' Improvement Company of Dansville, N. Y., seems to have done in the introduction of their handsome school souvenirs. The idea was a good one, and it is no surprise to learn of its wide popularity, over ten thousand teachers making use of them last year. Not only are these cards neat and tasty, but containing as they do names of pupils, teachers, and officers, they are a most valuable memento, increasing in value as the years go by and the companions of school days drift apart. In this respect the time-honored stock "reward card" can not be compared with them. And though printed separately for each school, the price is so low that any teacher can afford them. For close of school, for Christmas, or for any anniversary, they are equally appropriate. See their large advertisement in this issue.

ANNOUNCEMENT.

It gives us pleasure to announce that "CURRENT HISTORY," formerly published by GARRETSON, COX, & Co. of Buffalo, has been transferred to, and hereafter will be published by, the NEW ENGLAND PUBLISHING COMPANY of Boston. With an experience in the publishing business extending over a period of more than twenty-five years; with a reputation for publishing high class educational periodicals; with facilities unsurpassed for producing the best that money and brains can furnish, we can assure our readers that we shall maintain the present high standard of the magazine.

The editorial department will remain in the hands of ALFRED S. JOHNSON, A. M, Ph. D., who will give the quarterly his undivided attention.

The present publishers have facilities for issuing "CURRENT HISTORY" promptly after the close of each quarter. It will be their constant effort to so improve the magazine as to make it of the greatest possible value to its readers.

"CURRENT HISTORY" is Published Quarterly at $1.50 a Year.

Specimen Pages will be sent free on application.

New England Publishing Company,

3 SOMERSET STREET, BOSTON.

A Beautiful Remembrance From Teacher to Pupil.

Very Neat and Handsome.

FONDA, N. Y.

The **Souvenirs** have been received and pleased me more than I expected. They were very neat and handsome and I wish to thank you for your promptness in filling the order. Respectfully yours,

LAURA A. BEARCROFT.

Thinks They are Dainty and Pretty.

GARDENVILLE, NEV.

My order for **School Souvenirs** was executed with such promptness that I feel it my bounden duty to acknowledge the receipt of the same. They are very dainty and pretty. I am so well pleased with them that words fail to express my perfect satisfaction and delight. They are a novel invention. Yours, with grateful thanks,

MISS HARRIET CUSHING.

They Touch the Spot.

GRAND RAPIDS, MICH.

The **Souvenirs** came promptly. They're beautiful. For a long time I have been wanting something of this kind and you have touched the spot. Thanking you for the promptness and the care with which you filled my order, I am yours respectfully,

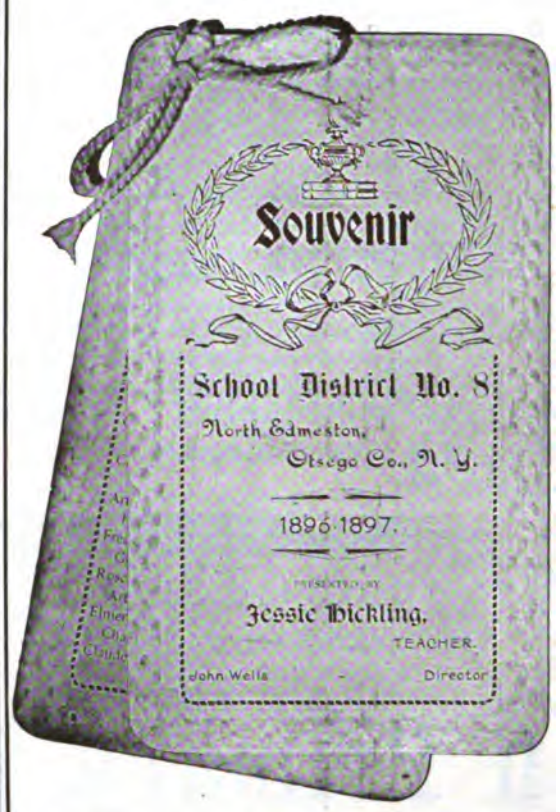
JNO. B. ROGERS.

They are Fine.

LAKE LINDEN, MICH.

I received the **Souvenirs** last night. They are fine. Sincere thanks for prompt attention. Wishing you success, I am, Yours respectfully, SR. M. ETIENNE.

NOTE: In selecting these **Souvenirs** as gifts, you serve all your pupils exactly alike and cannot be accused of showing partiality.



The above cut is two-thirds actual size of souvenir.

Everybody Expresses Delight.

HAWKSBERRY, ONT.

Souvenirs received in good order. I am perfectly satisfied with them and every one to whom I have shown them expresses great surprise and delight over them. Yours sincerely,

COLIN G. ROBERTSON.

They are Excellent.

FARMINGTON, KY.

I received my lot of **School Souvenirs** to-day. They are excellent and I am highly delighted with them. Yours respectfully,

ARTIS I. OVERLY.

Very Much Pleased,

LITTLE MEADOWS, PA.

Received **Souvenirs** this morning. Am very much pleased with them, and also with your prompt-ness in filling order. Very truly yours, L. S. BRIGGS.

Teacher and Pupils Pleased.

FRANKVILLE, WIS.

Souvenirs received all O. K. They are simply fine. I am very much pleased with them and know the pupils will be. I want to thank you also for the prompt manner in which you sent them. Very sincerely, ISABEL GIDDINGS.

Greatly Appreciated.

JERICHO, VT.

Souvenirs at hand. To say I was pleased with them but faintly expresses my appreciation of the same. Yours truly, M. E. ADRIEN.

NOTE: Sabbath Schools cannot select a more appropriate gift for pupils. Specially desirable for **Christmas Souvenirs.**

Elegant Gifts for Christmas or Close of School.

THAT teachers are unusually quick to appreciate any new thing of **real merit** is again proven by the extent to which they purchased and the manner in which they endorsed our **Souvenirs** during the past year. **Nearly 10,000 teachers purchased them for their pupils during this period.**

The custom of giving pupils some little token at **Christmas** or **close of school** is an excellent one, and teachers everywhere observe it. It has been, however, difficult to secure appropriate gifts — something attractive, which would be kept, — without too great cost. The want is supplied by

. . . Our School Souvenirs . . .

They are **neat, novel, attractive,** and as they contain the name of school, date, teacher's name, together with names of pupils, they will be highly prized and always kept as **real Souvenirs.** These **Souvenirs** consist of two cards tied together with silk cord. On the face of first is printed the name of school, town, teachers, date, officers, etc., as desired, in the brightest gold letters, and on the second the names of the pupils. Heavy embossed cards are used and the **Souvenirs** are gotten out in a highly artistic manner. Where two cards are not sufficient additional cards are attached so as to accommodate all the names without crowding.

. . As Christmas Gifts . .

they have no equal, as every teacher wishes to provide for each pupil, though necessarily at as slight a cost as possible. Many found these **Souvenirs** particularly suitable for Christmas gifts last year. **They may be just what you want this year.** Order early. We were over 1,000 orders behind at Christmas time last year, though a large force worked night and day.

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15 or less	$1.00		
16 :	$1.05	21 :	$1.29
17 :	1.10	22 :	1.33
18 :	1.15	23 :	1.37
19 :	1.20	24 :	1.41
20 :	1.25	25 :	1.45

Additional ones 3c. each. In ordering quantities in excess of 25 send $1.45 for first 25 and 3c. each for all over that number. Number of Souvenirs ordered must equal number names printed. Sent postpaid on receipt of price.

Number to Order. Order at least as many as there are officers, teachers, and pupils to be printed upon them, and as many more as you wish. State definitely the number you wish, and send, **plainly written,** the matter you desire printed on the face of first card, together with the name of each pupil. Be sure that names are **correctly spelled** and **plainly written.**

When to Order. Orders can be filled the day they are received, but should be sent a couple of weeks in advance, if possible, to avoid delay. One sample Souvenir free to any address.

Teachers Improvement Company,

BOX 2009, DANSVILLE, N. Y.

The Morse Company.

The Leominster (Mass.) Enterprise, of which Hon. Joel H. Miller, member of Massachusetts state board of education is the editor, speaking of his visit to Morristown, N. J., says that he had occasion to call, with Superintendent Haven, at the New York office of the Morse Company, the object of the visit being to place an order for 400 of the Morse spellers, of which Superintendent Dutton of Brookline is the author, for use in the Morristown schools. In addition to this order, the secretary of the company called the writer's attention to the other orders received by the morning's mail of that date, August 27, among them being an order from the city of Worcester for 8,400 of the Morse Spellers, one from Adelphi College, Brooklyn, for 50 Burton's Historical Readers and 20 Thompson's Fairy Tale and Fable; from Reading, Mass., 20 Deane's Phonetic Readers; from Tyngsboro, Mass., 12 of the same; and from Dracut, 60. Milwaukee ordered 25 Ford's Nature's By-Ways and 25 Thompson's Fairy Tale and Fable, these two books being for Wisconsin State Libraries. Thirty-five Morse Spellers were ordered from Cedar Falls, Ia. Evanston, Ill., ordered 20 Ford's Nature's By-Ways and 20 Burton's Histories. Ypsilanti, Mich., ordered 50 Deane's Phonetic Readers; Bucyrus, O., 96 Smith's Easy Experiments in Physics, author, Preston Smith of the Fitchburg normal school; Hadley, Mass., 13 Thompson's Nature Calendars and 11 sets Busy Work; Ithaca, N. Y., 50 Morse Spellers and 50 Nature's By-Ways; San Francisco, Cal., 150 Nature's By-Ways and 100 Thompson's Fairy Tale and Fable; Ware, Mass., 40 block New Century Development Maps and 10 Language Work; Northampton, 10 sets Language Work. The aggregate of the above called for very nearly 10,000 books, a very respectable showing for one day's mail to bring, and the diversity of the orders, covering some sixteen different cities and towns from nine states, shows that this company, although still young, is securing a strong foothold among the schools of the country. We found their publications to be made on advanced lines, their aim being to produce only progressive books, and it is evident they are appreciated by the thoughtful educators of to-day, Atwood's Standard School Algebra, recently published by them, being adopted by New York City on the recommendation of Dr. Buchanan, one of the high school principals, soon after it came from the press, Norwich, Fall River, and several other places having since added it to their list. One of their most popular publications is the New Century Development Maps, designed by H. A. Macgowan, principal of Marblehead high school, used in the study of geography and history..

$2.50 Fountain Pen to Teachers for $1.



Solid Gold Pen—Hard Rubber Engraved Holder—Simple Construction. Always Ready Never blots. No better working pen made. A regular $2.50 pen.
Mailed complete to teachers, boxed, with filler, for $1.00. Your money back—*if you want it.*
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HOMES OF AUTHORS.

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Our record, 2,511 places filled. Our manual free. F. B. SPAULDING, Prop.

CARD.

After this date the name of the Beacon Teachers' Agency of Boston will be changed to "The Merrill Teachers' Agency." This is a change in name only, and not in management, and the proprietor will endeavor to merit a continuation of the generous patronage hitherto accorded him by adhering to the same methods and policy that have obtained in the past. P. I. MERRILL, Proprietor.

Boston, October 1st, 1897.

DO YOU KNOW

That a good way to secure a position as teacher is to register in the ALBANY TEACHERS' AGENCY? If not, send for circulars and learn what it can do for you.

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Address all applications to UNION TEACHERS' AGENCIES, Saltsburg, Pa.

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To do copying at home. Law College, Lima, O.

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Good primary teachers and teachers for other grades wanted at once to contract for next year. Schools in the South do not begin as early by six weeks as they do in the North and there are thousands of vacant schools. Address the office nearest the section of the South in which you wish to locate. Enclose a stamp and mention this paper.

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AN AGENCY is valuable in proportion to its influence. If it merely hears of vacancies and tells you about them THAT is something, but if it is asked to recommend a teacher and recommends you that is more. Ours RECOMMENDS

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Teacher's Co-Operative Association, Auditorium Building, Chicago, Ills. 4000 positions filled.

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OLD SERIES, VOL. XXI., No. 4.—NEW SERIES, VOL. XV., No. 4. Entered at the Post Office at Boston, Mass., as second class matter.

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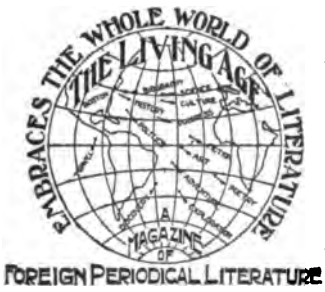
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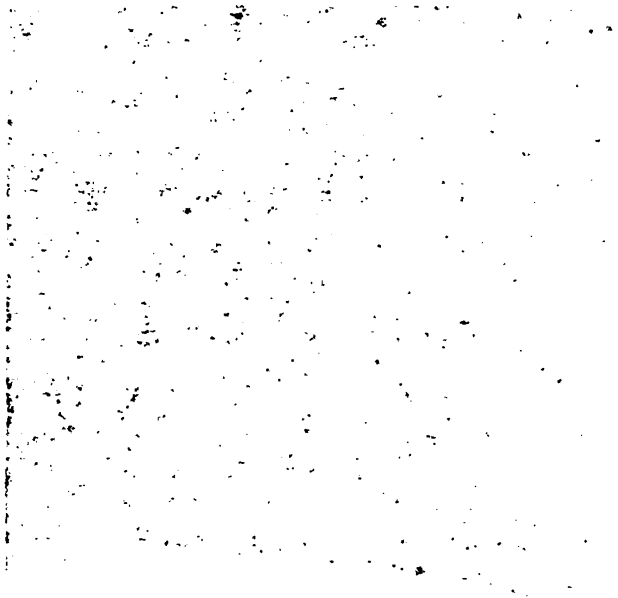
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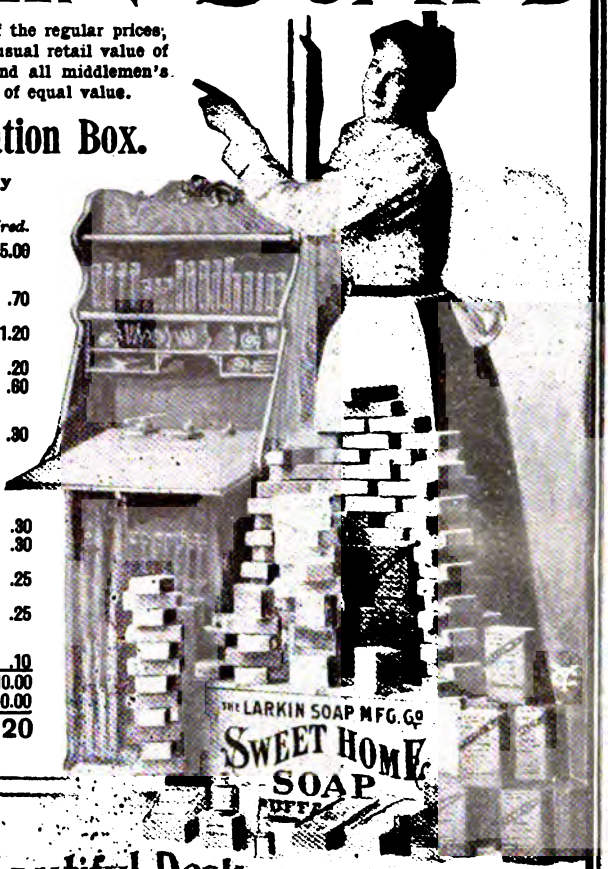
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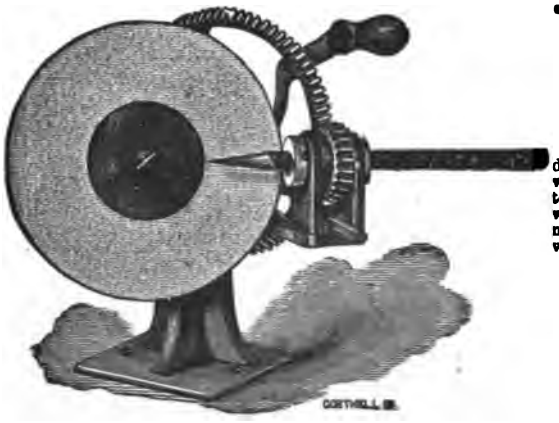
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 4. DECEMBER, 1897. A. E. WINSHIP, W. E. SHELDON, } Editors.

Mr. Winship's Conversations.

Merry Christmas!

This is the season for evening reading and study.

See that children are dry and warm before they study.

Look over your summer school and institute note-books.

Teachers do well to read to the children some interesting story daily.

Lay by a little something every pay day for a good vacation in the summer of 1898.

If there is any good architecture in your city, call the attention of the children to it.

It is no reflection on what Froebel did that he left some things undone. Every great leader must leave much undone.

It is true that the best teachers are born, "not made," but the best teacher born needs training in these later days.

Parents soon realize the difference between a teacher who is "up to date" in what she teaches. This impresses the community more than how she teaches.

The wonder of this age in primary school work is the scope of the information of little children. The teachers cannot be accused of thinking in narrow grooves.

It is of slight value to have selections memorized and recited unless they are recalled often enough to have them retained by the child as a permanent inheritance.

The primary teacher who has no enjoyable social life wrongs herself and the children; but she who has too much or too aimless social life wrongs herself and her children more.

Every teacher should have a warm room for home work, either by herself, or with those who respect her need of quiet. A good boarding place or good home is indispensable to a good teacher.

The most appropriate adornment for the school-room in December is the Madonna, and there is none more beautiful than the Modern Madonna by Bodenhausen, which is presented to our readers this year.

Teachers ought not to be asked to leave any position to go to another city or town without giving ample time for their places to be well filled. There is a point of honor in this that ought not to be overlooked.

A very, very little talk in school about the exact time of the rising and setting of the sun each day for a week, of the morning and evening stars, and the phases of the moon, makes even young pupils watch the heavens with keen delight.

In dealing with the weather, "meteorology," the primary teacher needs to exercise care lest attention be directed to it for too long a time. It is not a subject worthy of much emphasis in this grade, but it is valuable as incidental teaching.

There are some primary teachers who, in their ambition to do the latest things, become careless as to the spirit in which they do the regulation things. Be very careful that you do not leave undone the essentials in order to do the new things.

The best book of stories for the teacher's use in the primary grade or the kindergarten that I have seen is the "Boston Collection of Kindergarten Stories," by Boston kindergarten teachers, and published by the J. L. Hammett Company.

The philosophy of Herbart is diametrically opposed to that of Froebel, but in practice they both help teachers in their work without any conflict. Every teacher uses much that Froebel has taught, and all the teachers who are "up to date" have learned much from Herbart.

The New England superintendents at their annual meeting, November 5, were unanimous in saying that they found great help from the teachers' agencies, and that it would be practically impossible to get on without them in these times. They also said that "there are agencies and agencies." The best are none too good for them.

Memorizing the best things in literature is a feature of modern school work the importance of which can hardly be overestimated. In this connection a few things are to be kept in mind: The selections should have literary merit; should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable.

The New England superintendents at their annual meeting in November complained that some teachers. upon being offered a better place, would resign and depart with less than twenty-four hours' notice. To prevent this, some school boards require teachers to sign a contract binding themselves not to leave, except for unavoidable cause, during the year. It is clearly wrong for a teacher to leave a school

without giving her superintendent reasonable time to fill her place, but it is more clearly a greater wrong not to give a teacher a reasonable chance to take a better place if she can.

ART IN SCHOOLROOMS.

NEXT to the introduction of "scientific temperance" teaching a few years since, nothing has occurred, educationally, in fifty years so significant as the beautifying of the schoolrooms by the placing of works of art on their walls. There is now scarcely a city or town of any size in New England that has not one or more genuinely beautiful school buildings, because of numerous works of art, and this without the appropriation of a dollar from the public treasury. To attempt to name the schools or even the cities that have made a record would be to make invidious comparisons. Nor should it be understood that this is in any sense confined to New England, for Denver and St. Louis have records that are not to be challenged by any New England cities, but, possibly, the adornment is more universal here than in any other section.

The Appleton-street school, Holyoke, H. B. Lawrence, principal, may be mentioned as a sample of what is being done elsewhere. Last May was the twenty-fifth anniversary of Mr. Lawrence's election as principal, and the citizens honored the occasion by adorning every room and hallway in the building with works of art. Nearly $2,000 were raised by the people of the district. Upon the advice of leading citizens, Mr. Lawrence made out a list of pictures that were appropriate, with the prices, and this was shown to those interested and they specified which they would give. But two people in the district declined to give one or more. Some gave money without designating the picture. With this Mr. Lawrence purchased frame stock and glass, and employed one expert frame maker and an inexpensive assistant and framed the pictures at small cost. There are 386 works of art and photographs by seventy-three different artists.

The classification is the most thorough that the writer has seen. In the principal's office are forty-eight, and in the corridors 164. The Assembly hall has twenty-six of the largest and best pictures furnished by the graduates. This is known as the American room. In the kindergarten are thirteen lovely and appropriate pictures. The ninth grade is the Greek and Roman room; pictures, casts, busts, and statues were furnished by Hon. William Whiting, ex-congressman. The eighth grade is Italian, mostly of twenty-four beautiful colored photographs, and bas-relief panels, also the gift of Mr. Whiting. Seventh grade is furnished by William Skinner, a prominent citizen, with fifteen beautiful pictures and bas-relief panels; sixth grade, sixteen; fifth, twelve; fourth, twelve; third, eleven; second, fifteen; first, twelve.

Sacred art is represented by Murillo's "Infant Jesus and St. John" and "Holy Family"; Raphael's "Sistine Madonna," "Madonna of the Chair," and "St. Cecilia"; Bodenhausen's "Modern Madonna"; Correggio's "Holy Night"; and Thayer's "Enthroned Virgin."

Rustic scenes and animals are represented by Rosa Bonheur's "The Horse Fair," "Brittany Cattle," "Brittany Sheep," "The Lion at Home," "Haymaking," and "Ploughing"; Landseer's "Favorites," "Spaniels and Pheasants," "Shoeing the Horse," "The Pointer," "Shepherd's Bible," "Favorite Pony and Spaniels," "Dignity and Impudence," "King Charles Spaniels," "The Connoisseurs," "Defiance"; Millet's "The Gleaners," "The Sower," "Shepherdess and Sheep," and "Peasant Mother Feeding the Chickens"; Corot's "A Morning Landscape" and "A Fishing Rod"; Dupre's "Cows Resting in Pasture," "Haying Time," "Milking Time," "Cows and Sheep" and "White Cow"; Troyon's "Oxen Going to Labor," "Return from the Farm," and "The Shepherd Dog"; Jacques' "Feeding the Chickens" and "Shepherdess and Sheep"; Potter's "Head of a Young Bull"; Tracy's "Grousedale" and "English Setter"; Douglas' "No Thoroughfare."

Greek and Roman art is represented by the Acropolis, Parthenon, Appian Way, St. Peter's, Colosseum, Roman Forum, busts of Hermes and Venus of Milo, statue of Minerva; Italian art, by Moran's Venice, Castle of San Angelo, Becker's Othello, St. Mark's, the Doge's Palace, Grand Canal, the Piazzetta, St. Mark's square, Bridge of the Rialto, Cathedral of Milan, Bridge of Sighs.

Among the great portraits are those of Millet, Rembrandt, Raphael, Angelo, Rosa Bonheur, Landseer, Titian, Rubens, Beethoven, Mozart, Handel, Washington, Lincoln, Hamilton, Franklin, Jefferson, Lafayette, Webster, Clay, Jackson, Sumner, John A. Andrew, Garfield, Blaine, Longfellow, "Irving and His Friends," Hawthorne, "Longfellow in His Library," Shakespeare, Tennyson, Lowell, Bryant, Whittier, Holmes, Emerson, Burns, Byron, Scott, Milton, Dickens, Phillips Brooks, Bismarck, Victoria, Napoleon, Gladstone, Frederick the Great, Leo XIII., "Lincoln and His Cabinet," "The Three Generals" (Grant, Sherman, and Sheridan), "The Three Admirals" (Farragut, Porter, Dupont.)

Sentiment is embodied in Hovenden's "Breaking Home Ties," "Night Watch"; Millet's "The Angelus"; Blashfield's "Christmas Bells"; Mengs' "Cupid"; Thayer's "Brother and Sister"; Caldwell's "Affection."

The war scenes are: "Napoleon at Waterloo," "Battle of Gettysburg," "Washington Crossing the Delaware." The great historic paintings are: "Landing of Columbus," "Landing of the Pilgrims," "Puritans Going to Church," "The Courtship of Miles Standish," "Drafting of the Declaration of Independence," "Faneuil Hall," "Independence Hall." There are many beautiful views of cities, monuments, towers, cathedrals, and statues of many countries.

The significance of all this can hardly be appreciated until it is understood that practically every great artist of all time is represented and most of the great masterpieces; and that until five years ago there had been scarcely anything of this kind done in America, while to-day there are few cities without something of this in the school buildings. This indicates the possibilities of the American public school idea. Credit for all this, so far at least as New England is concerned, is largely due to Mr. Ross Turner, a Boston artist.

LITERATURE.

LITERATURE FOR DECEMBER.

BY ELLA M. POWERS.

LORD TENNYSON'S BOYHOOD DAYS.

As the year was approaching its end a teacher opened Tennyson's Poems and read the lines beginning:—

"Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light;
The year is dying in the night;
Ring out, wild bells, and let him die.

"Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true."





[Used through courtesy of Houghton, Mifflin, & Co., Boston.]

The following five stanzas were read, closing with the last:—

"Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be."

As the lines were finished, the teacher did not dwell upon the moral lesson, but told the pupils that the poem was written by a great poet of England, Lord Tennyson, who once was England's poet-laureate; and given that honor by the queen.

Then she told them something of the childhood days of Alfred Tennyson.

When Tennyson was a boy his home was in a beautiful valley in the northern part of England. Around the pretty, white-walled rectory of Somersby, where he was born, were green pastures, grassy vales and meadows. Not more than seventy people lived in the little town. His father was the rector, or minister, to the poor people who lived there.

There were twelve Tennyson children. As soon as they could walk they rambled over the dainty lawn, found the hollows where the birds built their nests and listened for their songs. Alfred Tennyson loved best the swallow, the robin, the wren, dove, "mad little tits," and the "many-wintered crow."

Again the children picked the snowdrops and primroses, and years afterward Alfred wrote beautiful lines about the violet, the rose, sunflowers, jessamine, marsh-marigold, and larkspur.

Sometimes, in the autumn, the children trudged home over "the long, gray fields" with their arms full of berries.

Near their home was a dark, old grange, or house, and here they imagined ghosts and hobgoblins lived. Alfred loved to stop by the quaint gateways that entered the ancient homes of Lord and Lady; he would dream under the shadows of the old gray church spires and listen to the birds or to the men singing to their teams, "far, far away."

Two brooks rippled in and out through the village. The boy loved to listen to the brook's music as it chattered through the mead, cornfield, or now under an arch of a bridge or past Tetford, "to join the brimming river." Later, when he was older, he wrote a beautiful poem about the brook.

The children loved to explore its stony banks for trout or grayling. Sometimes they would frighten a moor hen or coot, or watch a heron fly away from the shallows.

These Tennyson children liked to take the footpath and climb "to the windy wold," or hill, and below them were the fields, the windmills, the poplar trees, "all silver green with gnarled bark."

Alfred's brother Charles was but one year older than he, and these two boys played and studied together.

They often played an English game.

A heap of stones was called a castle; then, with little spear and buckler, one boy would defend the castle, while the other would attempt to tear it down.

Sometimes the Tennyson children would act out some old English play. These plays seemed very real to Alfred, who always acted his part earnestly and with fervor.

Wonderful stories were told on winter evenings by the fire-light. It was Alfred who could tell such legends of knights and heroes, journeying in deep, unknown forests or in gigantic mountains; of fights with dragons; of Indians, demons, or witches.

As soon as the boys could write, they wrote little stories and essays and often played they were authors.

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Number Work.

CHILDREN should learn numbers from their use, and not through conscious effort. Numbers should be learned in connection with things that they prize, and not with "shoe pegs" or "toothpicks." Berries, checkerberries, animal crackers, very small candies, etc., are specially desirable, as the children can eat what they take and will appreciate getting their full share. Most children know some numbers when they come to school. If not, they will soon know them by their use.

The first work of the school is properly styled "language work," which includes numbers, nature study, talking, reading, and writing. In all early language work the important factor is speaking and thinking of something in connection with the objects used. Either the color, shape, size, or number should be thought of and spoken of. "A green pear," "A long stick," "A sharp peg," "A round ball," "Five red berries," etc., indicate usable sentences.

If a child is told that he may have three animal crackers or five checkerberries, he will have little trouble in knowing how many three or five things are. If Mary and John are told that each may have half of six pieces of candy, there will be little danger of one's having two and the other four after the first hint as to what is intended. By the by, the half and third should be first used with at least four things, and not with a single thing in halves, and it should be used with something that they can keep or eat and that they would appreciate. After a little time "fifty per cent." and "half" can be used interchangeably without explanation and without confusion.

The children should be reasonably familiar with numbers as high as twelve and with halves, thirds, and fourths of the numbers as high as twelve before anything like number lessons are attempted. Counting should be early indulged in. More as fun than work, the little people should count as high as fifty. It is useless to say at what time in the first school year children should know the first twelve numbers, the halves, thirds, and fourths, and be able to count as high as fifty. That will depend entirely upon how much is done in other forms of language work. All this may be known in a very short time if this is the chief end of the school life in the first weeks of school, and it may not be known for five months if they come in too young and are taught other things. I have little patience with that conceit of wisdom which assumes to say how much children should do in some one subject, for that can only be determined by a superintendent who has been in that community long enough to know at what age children enter school, whether or not they have had kindergarten preparation, how well trained the teachers have been, and how long a time or how short a time they have been in service in that community, and what is expected of the children in other directions.

Without attempting to say how fast it should be taught, I do say that it is of the utmost importance that absolute accuracy should ultimately be attained in simple addition, subtraction, multiplication, and division, and that this should be attained early in the grammar school course; that it can only be attained by daily practice; that it should be attained largely through seat work, rather than class work.

Too much emphasis can hardly be placed upon the importance of daily or half-daily practice in these exercises; not enough emphasis has yet been placed upon the importance of having this practice in writing, rather than oral exercises, in time assignments, rather than in amount.

Counting should be oral at first, because there is a value in the rhythm, but the "practice" in counting should be in writing the counting "in columns," rather than in lines, five or ten in a column, according to conditions. By this time the children can "tell time," and the class, with paper and pencil, may be told to count on paper, 5, 10, 20, or 50 as many times as they can and make the best figures they can, before 10.40. By the by, the schools should adopt the railroad custom and speak of the minutes after the hour and never the time before the hour. Never allow children to talk of "twenty-five minutes of 11." It is 10.35. The children would, no two of them, have the same number counted, but they would all have worked an equal time, and, presumably, have expended about the same amount of energy, and have received about the same training.

The teacher can tell at a glance which children need no more of this practice and which need special help in making figures, in writing them in a column, or more practice in the oral rhythm of counting.

The second step is counting backwards. First they should count only the first five,

5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

Then from 10 to 1; then from 20 to 1, 30 to 1, 40 to 1, 50 to 1. This is laying a good foundation for subtraction.

The third step is counting even numbers, at first to 12, then to 24.

2	2	2	2	2
4	4	4	4	4
6	6	6	6	6
8	8	8	8	8
10	10	10	10	10
12	12	12	12	12

All this is to be by time assignments and r ever by amount. ason

[To be continued.]

History.

FAMOUS CHILDREN.—(III.)

BY PAMELA MC ARTHUR COLE.

WILLIAM, DUKE OF GLOUCESTER.

THIS little prince died in July, 1700, at the age of eleven years. He was the son of the Princess Anne, afterwards Queen Anne of Great Britain, and had he lived a few years longer, he would have succeeded his mother on the British throne.

Although it is nearly two hundred years since the death of the little prince, we know a good deal about his life, for his attendant, a Welshman named Jenkyns, was very fond of him, and used to write down carefully an account of his studies and his plays.

He tells us, too, about his dress; the little prince had a large head, and it was not easy to have a wig that would fit him. In those days every grown-up gentleman wore a wig with long curls, and the little prince of course must be dressed nicely. Jenkyns gives an account of a great entertainment when the duke wore a suit of white with buttons of silver, looped with silver thread. At that time he was but five years old, and with his wig of long hair he must have been what we should now think a strange sight.

The duke had two companies of soldiers—boys near his own age,—whom he drilled every day carefully. He always called them his regiment, and they were know by the grown people as "the Duke of Gloucester's men." These companies were formed when he was not more than five years old, and he kept them during the rest of his life.

Sometimes they were rather troublesome to the grown people, but they were obedient to their little commander. Sometimes they were drilled in a park near the palace, sometimes in a large hall, and at one time, when the duke was carried to a new place of residence, he was not pleased at first, for he said he was afraid there was no hall large enough to drill his "men" in, and he gave no peace to anyone until a suitable place for the "men" was found.

King William, the uncle of the little prince, was a famous general, and during his reign there was war on the continent of Europe, in which Britain gained many great victories.

Just before setting out on one of his expeditions, he called on his little nephew to bid him good-bye. The prince was delighted to see the king and in order to treat him as politely as possible, he thought he would fire a salute with his little cannon. He had four of them; three went off very well, but the fourth broke and spoiled the salute.

When the king went away, the little prince said, "My dear king, I will go with you if you like, and I and my regiment will help you fight in Flanders." The offer was not accepted.

When the duke was about seven years old he was sick, and kept his bed for some days. An old friend, a lady who had had the care of him when he was a very small child, sent him a present. It was an automaton,—that is, a figure moved by springs inside. It was a soldier, in the likeness of one of the German princes.

She thought it would please him very much, but no,—the duke thought himself too old to play with "dolls." He could not punish the lady who had sent him the soldier, but he thought he could show his displeasure to the man who had brought it.

The "soldiers" were near by, they were ready to wait on their sick commander, and they were quite willing to help him do a little mischief. So several of "the Duke of Gloucester's men" took charge of the great doll soldier, and broke him in pieces. Then others attended to the punishment of the messenger. He was called into a room near the duke's, and the soldiers threw water at him. After he was well besprinkled, they led him in all dripping to see the duke, and he was then dismissed.

The prince was so delicate that it was not thought best for him to have regular lessons, but his friend and servant Jenkyns read many books and studied a good deal that he might be able to answer his questions. In this way they both learned a great many things.

Jenkyns learned fencing and he studied the best way of attacking and defending a fort; for nothing pleased the little duke better than to pretend to conduct a siege or fight a battle.

"I was hurt," he said once, when rising after a bad fall, "but I was not going to complain. A good soldier does not cry out when he is hurt."

He was indeed a brave little soldier, and without doubt would have become a famous general if he had lived, and if the dreadful wars in Europe had continued.

When he was ten years old he had begun studying in earnest, and there were several of the English noblemen appointed to examine him at the end of every three months to see how he was getting on with his lessons. He was learning history and many other things which would be more important than the arts of war for a wise and good king to know.

He was fond of study, and one of the examiners said, "There is nothing in the world that the duke is not able to learn."

He was much beloved by the people, and his early death was a severe disappointment to the English nation, who hoped that he would have lived to reign over the kingdom. His mother, the "good Queen Anne," was the last ruler of the family of Stuart.

Spelling for December.

Christ	Christmas
tinsel	stocking
gift	December
holly	mother
candle	Whittier
Bethlehem	Kris Kringle
Quaker	twenty-seventh
snow-bound	Atlantic

Animal Studies.

LESSONS ON ANIMALS.*—(IX.)

BY LOUISE J. HEDGE.

[Adapted to children studying the geography of the American continent.]

THE BEAR.

THE illustrative material for this lesson should include pictures and charts of bears and of the animals with which they are compared.

In opening the lesson, the teacher says, "Let us talk about bears to-day. We may not see them as often as we do other animals, but I feel sure you have all seen them at some time. Tell me where you have seen one."

"I saw a man with a dancing bear in the street." "They had some at the circus last year." "I went to a park in which they kept bears and other animals." These replies illustrate the experiences of all the children.

"What kinds of bears are there?" the teacher asks, and the children name the brown, the black, and the white bear.

"Presently we shall speak of these separately and of the grizzly bear also; but just now I want you to notice some things that are true of all bears and to see how they differ from other animals.

"First, tell me about the coat of the bear." "It is shaggy," says one, and another, "It isn't fine or soft."

"No, it certainly is coarse and rough. It isn't a handsome coat, but it is useful?? What about the appearance of the bear? What is noticeable? Look at the pictures, but think, too, of the live bears you have seen."

The children give various replies: "They are often fat and heavy." "Their tails are short." "They are clumsy." "They don't look as if they could run fast."

"Quite true; but I have a soft spot in my heart for them on account of 'Baloo, the bear,' in Kipling's 'Jungle Book.' Do you remember how he had to let 'Kaa, the rock python,' lead in the search for Mowgli because he, Baloo, couldn't travel so fast? Why couldn't Baloo run swiftly?"

"He wasn't made in the right way, I suppose," one of the children answers, not recalling all that had been said of the horse's swiftness and its cause.

"You can give me more of an answer than that. Compare the bear with the horse."

"I see now," he says, wide awake, "the legs aren't so long and then a bear runs as if he were loosely put together, not a bit like a horse."

"That's better. Look now at the feet. See how they rest on the ground. What is new about it?"

A quick look at the pictures and then many eager hands are raised to tell that the whole foot is put down, that the bear is not a toe-walker. "He is a foot-walker like ourselves, and it is curious to see how the footprints of a man and a bear resemble each other, though, of course, they are not exactly alike. Usually the sole of a bear's foot is without hair.

"You cannot easily count the number of toes," says the teacher, "so I will tell you. There are five on each foot, back and front both. What was true of the dog?" "There were only four toes on each hind foot."

"What are the toes armed with?" "Claws." "Should you think they could be drawn in like the cat's, from their appearance?" "No, I think not."

"They are very strong and make bad wounds, but they have more peaceful uses. They help to scrape together a bed for winter quarters. Then, long ago, you told me something a bear could do, about which strong claws would be helpful. What was it?"

"We said bears could climb," is the reply. "All bears are not climbers, but they all have strong forearms with which to give a powerful cuff. Always, thus far, we have found that power to clasp and to cuff as a cat does means the animal has what bone developed?" "The collar bone." "Yes, and so it is here.

"What kind of muzzle has a bear?" "It isn't like any other we have noticed, and it isn't easy to tell about. It seems small around for its length," is the child's answer.

"The teeth we will not say much about, because the matter would puzzle you a good deal. They look fitted for grinding in some ways, yet there are canine teeth. The wise men put bears with the flesh-eaters, yet they are fond of berries and nuts, and honey, too. The different kinds of bears differ much in their food on account of the places they live in.

"Let us speak of the different kinds, and first of the black bear, so common when our country was thinly settled that the children were often afraid of meeting them in the woods. Such bears are found only in places where no people live. They are rather small, only about five feet long, but they are very strong. Their teeth are well fitted for flesh-eating and their forearms and paws are powerful. They do not hug their prey—no bear does, I think,—but they strike it with their powerful paws. These are used in climbing also, for the black bear is a great climber. He is a good swimmer, too.

"What do they eat? All that I mentioned before and other things, too, from ants and their eggs to deer and even moose, though I doubt if they ever attack a full-grown moose. They are growing bolder, and sometimes enter the barnyards of lonely farms. One vicious habit they are developing of killing more than they eat. How Baloo would have scorned them if they had belonged to his jungle for breaking the jungle law!

> 'Ye may kill for yourselves and your mates,
> And your cubs as they need, and ye can;
> But kill not for pleasure of killing,'—

"Black bears usually sleep the winter through with-

*Copyrighted.

out eating. What little animal have I told you of that does this?"

"It was one of the rodents. Was it the chipmunk?" says one child. But another replies, "Oh, no, it couldn't be the chipmunk, for he lays in great stores of nuts." Still another eagerly adds, "I remember now, it was the woodchuck. He went in fat in the fall and came out very thin."

"You are right. You remember I told you that was called hibernating. So this bear hibernates also. I have read in one book, however, that he does not come out of his winter den very thin, but I must find other people that say the same thing before I believe it.

"Now we are ready for the white bear. Where is it found?"

"In cold countries," is the reply. "What other name has it on that account?" Some one answers, "Polar bear."



"Most bears are very dark in color. Why should the Polar bear be white?"

One of the children asks, "Is it because you cannot see him easily on the white snow?"

"That is just the reason. Some animals are snow-colored in winter, but brown in summer, when the snow is gone, but the Polar bear always needs a white coat; it helps him very much when hunting. The color is not pure white, but creamy or silvery. The claws are black He is much larger than our black bear and his neck is long.

"The Polar bear lives on the sea-coast and on the islands surrounded by ice, and is often found on the fields of ice far out from the land at his hunting. Then the father and the mother and one or two large cubs may be seen together, but usually no more. A bear mother is very devoted to her cubs."

"What does a bear hunt for?" asks one child.

"Seals and porpoises, and in some places salmon," the teacher says, and continues, "This is not its only food, though, for it eats seaweed and grass in summer. A bear is very skillful at this hunting. He sees a seal asleep on an ice floe, and slipping into the water he swims toward it under water, only coming up now and then to breathe and take observations. The last time he rises, he is close by the seal and clambers on the floe. There is no escape for the seal by land or sea, and a swift blow of the bear's forepaw settles its fate.

"Here is something for you to puzzle over. A Polar bear's foot is very long. The sole is one-sixth the length of the body and is covered with fur. Why is this?"

This proves too hard, and the teacher asks in turn, "What good is a long foot to the squirrel?" and "Why do we wear rubbers in icy weather?" and with the help of the answers to these questions the children decide that the length of foot and its furry covering prevent slipping.

"These bears are active, quick in movement, and able to run well when they are not too fat. It is not easy to get a living, so they must be lively, you see.

"The children of the Northland used to love to hear a certain story about the white bear.

*"Long ago only one fire burned in Northland. This an old man and his little son kept burning lest the people should freeze and the whole land should be given over to the great white bear.

"By and by the father fell ill, and for a few days the little lad struggled on, taking care of his father and tending the fire, too, while the white bear watched near by.

"At last, worn out, he fell asleep. Then the white bear ran forward, beat the fire with his great wet paws, and rolled in it until, as he supposed, it was all out. Then he went off to his den, chuckling to think he should have the Northland for his own.

"But not so; a little robin that had watched near by flew down and found a tiny spark. This she fanned till her little gray breast grew burning red. Away she flew then, the loving little bird, and wherever she alighted, there a fire sprang up; so that soon the whole Northland was lighted up. Now the land could never be the white bear's land, and he could do nothing but creep far back in his den and growl. This is how the robin got a red breast, so the children say.

"I have no such interesting story to tell of the fierce grizzly or gray bear of the Rockies. The hunters are the ones to tell tales of them. They would almost make us believe that these huge fellows, as large as the Polar bear, attack men without cause, that is, before they have been interfered with, but I think that is a mistake. They are certainly fierce enough without trying to make them out any more so.

"They are remarkably powerful in the forearms, even for bears. One broke the neck of a bison with a stroke from his forepaw. But strong as they are, they fear one animal, the puma, that fierce, sly member of the cat family.

"They do not climb like the black bears, but there is not much new to tell of their habits. They live from Alaska to Mexico; those in the northern mountains hibernate, but those that live south do not.

"After these fierce brutes, it is a comfort to turn to a bear that is easily tamed,—the brown bear,—the kind of bear that performs for the showman. They are closely related to the grizzly bear, but are not so large and are found in many lands."

The children tell of tricks they have seen bears perform and the fact of their power to walk upright is noted, a power due doubtless to their foot-walking habits.

"The coat of the brown bear changes from winter

* See "Nature Myths and Stories," by Flora J. Cooke; A. Flanagan, Chicago.

to summer to fit the seasons. In winter the fur is long and thick and shaggy, with a thick under-wool. In summer the weight is lighter and the color darker. His habits of hibernating are like the grizzly's, but if he does go into winter quarters, his fat all disappears, and the spring finds him like a mere bag of bones. The early spring is the time the little cubs come. They are both blind and naked for a month, so you may be sure Mother Bear has provided a very warm home for them.

"They eat much the same food as the others, and the sense of smell is what aids them chiefly in finding it, for neither hearing nor sight is keen. For that reason, a hunter can get near enough to kill one easily if he can approach on the side away from the wind.

"The brown bear in far-off Kamschatka fishes. He wades into the stream until he is standing in about a foot and a half of water. There he stays, stock-still, and the heedless fish, mistaking him for an old stump, comes swimming by. Like a flash, that unerring forepaw strikes its powerful blow and there is one fish less to swim its happy way down the stream."

In this lesson, the teacher has had to tell more facts than she often does; but she makes up for this by a fuller reproduction of the work by the children when she is ready for the blackboard summary.*

The Little New Year.

BY OLIVE E. DANA.

1.—Straight into our homes walks the little New Year,
Over the hills, out of Sunrise Land;
With a smile, and a joke, and a glance of good cheer;
But tell, if you can, what he has in his hand!

(Music is heard in a room beyond,—if possible, a low, rippling piano medley. The New Year, a bright-eyed, smiling lad, a little larger than the others who are to speak, comes in, bowing, and stands at the front of the platform. He wears a shaggy overcoat, with bulging pockets, and carries a ledger under one arm. He places a basket of flowers on the table, and his hands are full of parcels and papers, which he shows to the next speaker, but does not offer to untie.)

2.—(Examining the parcels.)
A bundle of tasks that are new, every one!
Lessons to learn, verses to say;
Helpings at home, bits of work to be done,
And little kind things to do every day.

3.—His pockets, you see are all bulging with gifts!
What are they all, now,—bon-bons and toys?
Ah! see the treasures he out of them lifts!

(The New Year tugs at his pockets, taking out the articles named below.)

Come quick, and look at them, girls and boys!

(The children half rise from their seats, and two or three of them come forward as bidden, then all resume their places again.)

4.—Apples and grapes, and kernels of wheat;
Nuts, brown and sound, with the white meat inside;
Barley and corn, and whatever's to eat;
Flower-seeds, too, to sow far and wide.

5.—What was the music he came in just after?

6.—Why, song of the robin and bobolink's glee;
Shout of the winds, and the brooklet's low laughter,
And far, far away, the chant of the sea!

8.—What has he under his arm,—there,—a book?
When will he write in it,—every day?
Wouldn't he, think you, just let us look,
To see what the New Year is going to say?

9.—(The New Year, taking out a pencil, and opening his book,—a new one,—that all may see its clean pages).—
Ah, little people, I have to indite,—
Day after day, and the long year through,—
Just what you,—all of you,—give me to write,
The things you say, and the things you do!

*See explanation in September issue of American Primary Teacher.

For Reproduction.

St. Nicholas.

INSTEAD of the Santa Claus which the little Americans all love and watch for on Christmas eve, St. Nicholas is the guest expected by the little people of Holland. But he comes on St. Nicholas' eve, which is December 5, instead of on Christmas eve.

Cherry Pickers.

CALIFORNIA has some very large cherry orchards. They are busy places when the fruit is ripe for market. The pickers come in families and tent in the orchard. Men, women, and children work, earning from seventy-five cents to $1 a day. The season is short, and the pickers have to work quickly.

The Chicken's Friend.

THERE is a pet dog out West whose mistress keeps hens. This dog discovered one of the hens in a nest. It was evident that he could not understand why she sat there. Every day the dog went to the nest. At last one day the hen left the nest when the dog was near her, followed by a brood of chickens. The dog gazed in wonder. The hen fell to scratching the ground, and the dog saw that the chickens enjoyed what she threw out from the ground. To the surprise of the hen, the dog began scratching with all his might. The hen called her chicks, and they greatly enjoyed the feast he brought out for them. After that the dog and the mother worked together for the brood until they grew large enough to scratch for themselves.—The Outlook.

A Mouse's Night Journey.

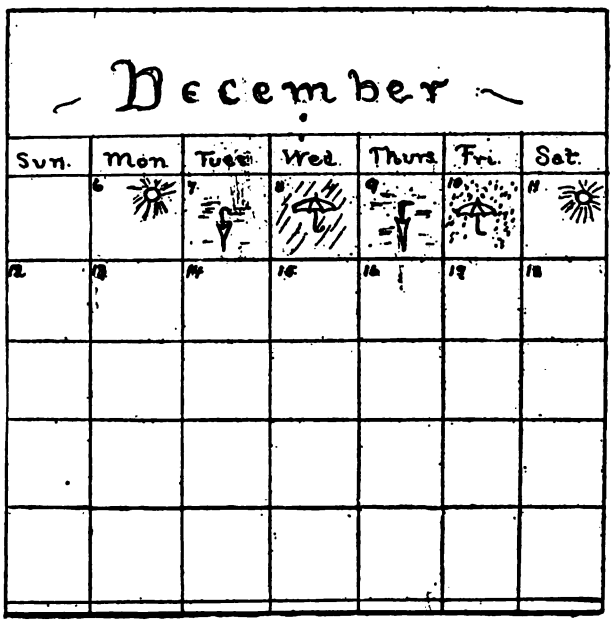
HERE is a funny little story told of a mouse. A bicycle hung in a cellar from the ceiling. Near it was a hanging shelf. How the mouse got on the shelf no one knows, but he did. He must have wondered what that queer object of wires and rings could be. He thought he could easily decide by touching it. He jumped, landing on the inside rim of the wheel, which began at once to revolve. Poor little mouse, how frightened he must have been! He trotted and trotted, but the faster he trotted the faster the wheel went round, and the dear little mouse was always in the same place. The next morning, when one of the family came into the cellar, he was greatly surprised to see the front wheel of the bicycle going round. He caught it in his hand, and the little mouse dropped to the floor, very tired—too tired to run away. He had traveled twenty-eight miles, so the cyclometer said.—Adapted.

WEATHER REPORT.

BY HARRIET S. HAYWARD.

IN every grade of school work the weather report is a very important factor in the development of the child's powers of observation. Especially is this true in the lower grades. Little people soon learn to study Mother Nature's face, to smile with her, or to make sunshine for themselves when she frowns.

How shall we conduct such work? It is usually

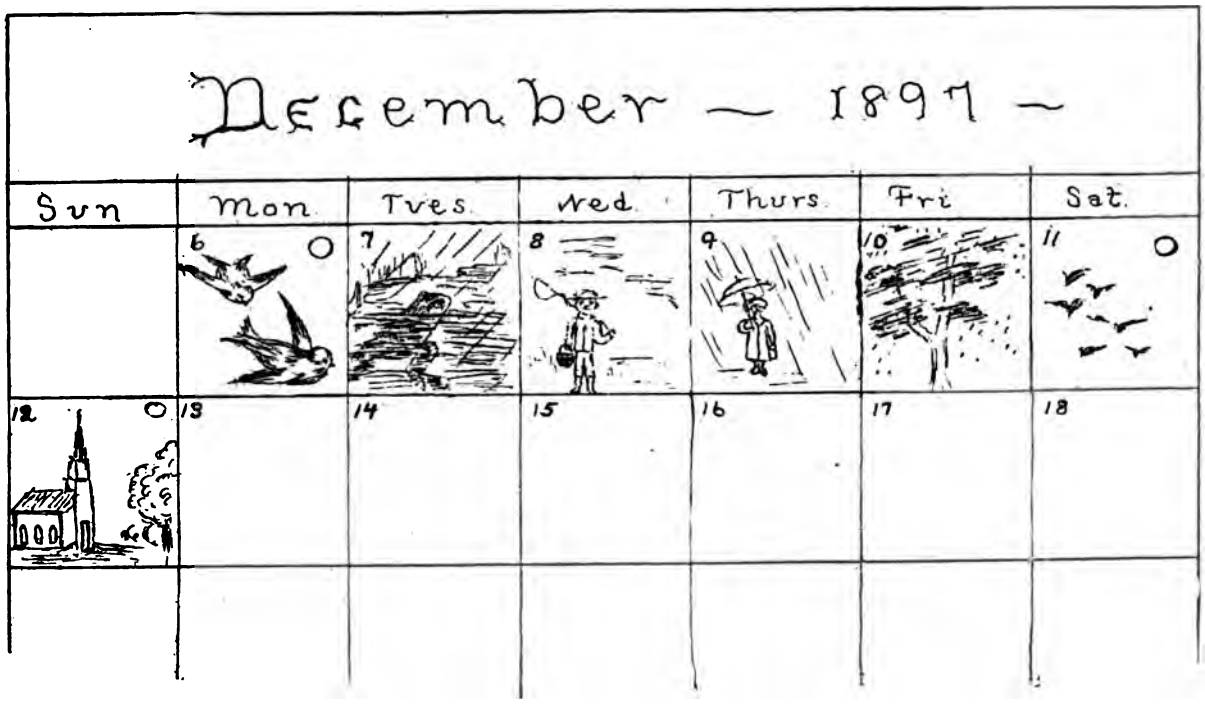


best to steal a little time from the precious morning talk—perhaps two or three minutes will suffice for the report itself.

Upon a prominent board a blank calendar for the month should be drawn. This may be filled in for each day in numberless ways. Oftentimes simply a yellow sun on a blue background (colored crayons) will do for a sunny day; a closed umbrella, gray background, represents a cloudy day; while an open umbrella and oblique lines means rain. (See Monday, Tuesday, Wednesday, Thursday, and Saturday—Drawing I.) Snow is shown similarly (Friday—Drawing I). Directly after the devotional exercises, every child is ready to tell what shall go on the board this morning—teacher using the crayon in Grade I. If it is sunny, this will lead at once to a lesson on the sun. (See Emilie Poulsson's "In the Child's World.") If it be raining, the children like to think how the rain is washing the leaves' dirty faces, giving the tiny root babies a drink, filling the brooks, springs, and wells, and so on, while the clouds are God's curtains drawn across the blue sky—why? A summary at the end of each week and of the month leads to a general conception of the weather conditions during the year.

By and by we are ready for more artistic (?) efforts, broader thought, and a larger field for expression. My weather chart swells in size to meet these demands. Every day's little square must be at least six inches on a side, eight is better, that I may have plenty of room for the pictures the children may suggest.

Monday is a bright, sunny day. Who likes the sunshine? "The birds," perhaps is given as an answer and a picture entered upon the board (Drawing II., Monday). Then comes the question, "Where are the birds flying in the warm sunshine?" Result—a morning talk on the migration of the birds. The next day it rains hard; can anyone like this weather? Yes, indeed; Mr. Frog does (Tuesday). A little talk on the appearance and habits of the frog. Wednesday may be is cloudy. I know something



little boys like to do cloudy days; so we put our little boy going fishing, on the board (Wednesday). A talk about fishing follows. Thursday is rainy; some of the children come to school; draw one of them with her umbrella. Suppose it snows Friday, a large

green tree with snow powdered over it is appropriate. Can't you think of hundreds of other illustrations arising from the life of your little ones, and from the animal and plant worlds? When the month is done, what a good chance for a language exercise in telling the meaning of each drawing, and summing up the work!

Does it pay to take so much pains in planning and drawing new pictures? Yes, a thousand times! Each little square is a thing by itself; the children are not critical of the proportion of one to another, but simply enthusiastic in sharing the work of providing a new and prettier record each day There is a great advance in observation, reasoning, general information, and language. And no one can measure the joy each little soul finds in the weather report skillfully and enthusiastically handled.

WINTER BIRDS.

SWEET summer's gone away and taken with her some of the dear birdlings that made her days so cheery with song.

Winter is upon us, but there are birds still here, though they do not sing much and are shy enough, many of them, to need coaxing in order to catch sight of them. The birds enumerated and described below are winter visitors in this latitude. A plentiful sprinkling of crumbs on the snow some morning, or a piece of meat hung to the low hanging limb of a tree, will bring many of them near enough for recognition.

Let each school watch for them and keep a record of the appearance and habits of such winter birds as they see. To the record, where possible, let us add a drawing and painting of the bird described.

Let us study the bird life in our own environment at all seasons. It may be that this winter some rare bird not mentioned in the list will make his appearance in your neighborhood, and become an added impetus to bird study

According to Birdcraft, we may expect the following birds to remain in the latitude of thirty-five degrees to forty-five degrees north in the winter:—

Chickadee—Five and one-half inches long; gray above; crown, nape, chin, and throat black; sides of head white; wings and tail gray, with white edgings; bill and feet black. Sings Chickadee-dee-dee.

Snowbird—Six and one-half inches long; bluish slate color, with lower breast and belly grayish white; outer tail feathers white; bill flesh white; song, a simple trill.

Snow Bunting—Length, seven inches; plumage, soft brown, with white-banded wings and tail; bill and feet black.

Blue Jay—Well known in most parts of the United States.

Winter Wren—Length, about four inches; color, dark brown above, finely barred with black; tail and bill short, the latter dark and slender; feet dark. Call note, "tr-r-r-r-r-r."

Pine Finch—Length, four and three-fourths inches; color, striped, generally; above olive brown and gray, darkest on the head and back, sometimes having a sulphur yellow tinge below; bill and feet brown. May be seen eating from cones.

Meadow Lark—Ten to eleven inches long; color, brown above, yellow below, with black crescent on throat; tail black, with white outer quills; wings edged with yellow; brown and black stripes on crown; black line behind eye; bill stout and straight.

Tree Sparrow (Winter Chip-bird)—Six inches long. Gray stripe over eye, cheeks, throat, and breast; feathers edged on the back with orange and brown; wings dark brown, edged paler with two white bars; bill black above, yellowish below; feet brownish black.

Brown Creeper (tree trunk bird)—Five and one-half inches long; color, brown and white striped above; tail pale brown, underneath grayish white; slender curving bill, black above, yellowish beneath; feet brown. Climbs round and round the tree.

Red-Breasted Nuthatch—Four and three-fourths inches long; color, lead above, crown and sides of neck black; white stripe over eye; underparts rust red; bill dark lead color; feet lead brown.

Crossbill—Six inches long; general color, Indian red in the male, and greenish yellow in the female; wings and tail brown; back and shoulders brown, with red edges to the fathers; bill crossed at the tip. Feeds on cones.

Horned Lark—Seven and one-half inches long; black crescent on breast; black bar across to side of head, forming two tufts; throat and neck pale yellow; bill dark; feet black. Feed about swamps, fields, or barns.

Cedar Waxwing—Known by its crest; yellow tail tips, red wing appendages, and straight black bill. Eats berries.

Owls—Barn owl; barred owl; great-horned owl; snowy owl.

Hawks—Sharpshinned hawk; chicken hawk; red-tailed hawk.

Goldfinch, shrike, pine grosbeak.—Western Teacher.

She Was Comforted.

The New York Tribune of recent date tells the story of a little girl of four, who, with her nurse, was walking at the seaside. They came to an inlet, and the nurse decided to row across, believing that by rowing across she shortened the walk home. When the boat reached the opposite shore, she put the child ashore, believing she was but a short distance from home, and rowed the borrowed boat back. The distance was short, but very rough and difficult for a little girl of four. She struggled on through the coarse grass and sand, climbing hillocks and walking through depths. At last her mother saw her coming and hurried to meet her. She exclaimed, "Were you frightened, my sweet?" "I felt very lost," was the reply, "but I sang 'Lead, kindly Light' to myself all the way."

There was never a stronger argument than this for teaching little children hymns and poetry that have thought in them. The pity of it, that the minds of children are filled so often with nonsense, when it would require no greater effort to give them the inspiration of good literature!—Child-Study Monthly.

Day nurseries in any community will reduce the absenteeism and tardiness of the schools. Teacher and school people will do well to champion the introduction of day nurseries. With them children are not kept at home to "watch the baby."

Busy Work.

BUSY WORK.

BY HELEN DEANE.

PROFITABLE and valuable busy work means careful preparation. In the primary grades especially as much depends upon seat work as upon the recitation; for, unless these active little people are busy, what kind of order will result?

To pass out work that is meaningless, that is too difficult, or that is of exactly the same kind as yesterday's work, is discouraging to the pupils.

Not long ago a child was heard saying: "It is copy, copy, copy all the time, and I'm tired of it."

The number work for the little ones may be accomplished by peas, pegs, sticks, circles, straws, and worsteds. Besides these to be arranged in rows, figures, and patterns, we may resort to the envelopes which contain colored pictures that have been cut into a few, not many, pieces.

For variety the teacher may write upon the board the numbers 3, 5, 7, 9, and the children will arrange colored pegs in rows to correspond; the first row may be of red, the next white, the third all blue, and the last row green.

Again, an envelope may contain words which, when placed together, will make a story. The story is written upon the outside of the envelope, as:—

I will ask my cat to take tea with me.
Do you drink tea, my cat?
No; I drink milk.
Then I will give you milk.
Are you having a nice time at my tea?

Ask the children to find the words and place them on their desks in the order in which they are written on the envelope.

Another set of envelopes are those in which each envelope contains four to six combinations, as in No. 1 are the following:—

at ace an ap od ar

From these the pupils are to build up as many words as possible from each; from the first the result may be: bat, cat, fat, hat, mat, pat, rat, sat; the next, ace, is taken, and such words as brace, face, grace, lace, mace, place, pace, race, may be made. Some of the other envelopes are as follows:—

No. 2.	No. 3.	No. 4.	No. 5.
ee	eer	ine	ish
el	ing	are	ake
ad	ell	ail	ike
ag	ong	ate	aug
em	ude	ite	ipe
ed	im	ene	one
id			

The envelopes are in use daily, and twelve of them are the means of much varied thinking on the part of the pupils without the difficulty that often ends in discouragement.

At Christmas time the pupils will be glad to draw stars, shepherds' crooks, reindeer, Santa Claus, fireplaces, stockings, and Christmas trees loaded with all kinds of wonderful presents.



FIG. 1.

Ask the pupils to make a list of all the things they would like, then of all the gifts they would be glad to make.

Ask them to write six things we have in winter that we do not have in summer: the names of six articles



FIG 2.

of winter clothing; six trees that are green in winter; six things we do in winter and not in summer.

A teacher is well paid who will take the trouble to mount upon thin cardboard little lively scenes of children's sports, animals or birds.

Old volumes of the St. Nicholas, advertising cards, Christmas and Easter cards, all furnish opportunities for stories.

Encourage the pupils to make up stories, but strive to abolish the old "I see." In order to accomplish better results, give an example of what you would like:—

Little boy, is this your new sled?

How fast can you go?

Will you ask your little sister to slide with you?

I guess you live in that house, do you?

How do you think that little bird would like to slide down hill?



FIG. 3.

Again a picture may be given, and on the back are questions, as:—

What are those boys doing?

What are their names?

Where do they live?

How deep is the snow?

What colors are their sleds?

What are they saying?

When did they come out to slide?

How long will they stay?

For pupils who are older, photographs serve admirably. These, when purchased unmounted, are not expensive. Child-figures from Reynolds, Van Dyke, and Gainsborough, or animals from Landseer or Rosa Bonheur are all of great value in a schoolroom.

Another form of seat work for the older pupils consists of envelopes, each of which contains a series of pictures relating to the people, cities, or customs of one country. Select some old number of Harper's, the Century, or Scribner's, and cut out a series of pictures; for instance, one envelope may contain the pictures on West Indies, cut from Harper's of September, 1888. Here is a harbor, there a canal filled with the victoria regia, here an avenue of palms; also in the envelope is the coolie and bread-fruit tree. From these pictures the pupil is to write and look up information about the scenes. After this is done, comparisons with the original article are made.

At other times cut from papers some little short anecdote or story, distribute to the pupils only the first half, and let them tell or write the "ending." Compare their stories with the original.

Number Secrets with Blocks.

BY OLIVE M. LYFORD,

Graduate Lewiston Training School, Class '96.

It is interesting for the little folks to take up a review lesson in the following manner:—

Have one or two pupils stand beside you at the number table, the others standing on the opposite side. Give to each of the ones by your side a few blocks, but do not let the class see what you give. Then ask John how many blocks he needs to make ten.

John—"I need seven more blocks to make ten."

Teacher (addressing class)—"How many blocks has John?"

Jennie—"John has three blocks."

Teacher—"How do you know he has three?"

Jennie—"Because seven and three are ten."

Then John shows his blocks, for the class knows his secret. If Jennie makes a mistake, John keeps his blocks hidden until the right number is told.

BUSY WORK.

BY ELLA J. DOUGLAS.

MAKE sentences, using the following words: sun, water, class, which, stove, there, above, rain, grass, woods.

Name all the animals that have four legs.

Write five words which contain the letter a.

Draw a picture of an apple divided into thirds; one into halves, etc.

Fill out the blanks. A cart has——wheels. A bird has——legs. Four birds have —— legs. Six cats —— eyes. A boy can ——. A girl helped her ——.

Write a list of words on the board and have the children use as many in one sentence as they can.

Name all the different colors seen in the room.

Write a list of all the different kinds of flowers you can think of.

Name ten articles of food.

SYNONYMS.

BY KATHRYN LIVINGSTON.

CHILDREN will early learn the fine shades of meaning in words if constant attention be given to their expressions. Frequent drills are of great benefit.

Write upon the board a list of synonyms frequently confounded. Ask the children to form sentences from these. The first child in the first row may begin the list to-day. The next time let the second child begin. This frequent oral drill will engage the attention of all and unconsciously they will acquire correct forms.

The list on the board should include such words as frequently occur in the child's vocabulary, as:—

among,	between,
answer,	reply,
become,	grow,
behavior,	conduct,
blaze,	flame,
blunder,	error, mistake,
change,	alter,
couple,	pair,
teach,	learn,
end,	close,
enough,	sufficient,
hardly,	scarcely,
haste,	hurry,
hear,	listen,
ought,	should,
painting,	picture.

With a few attempts at original sentences, the words will be used correctly.

The children will soon give such sentences as:—

We should be neat.

We ought to speak the truth.

I will learn what Miss —— teaches me.

The father divided his money between his two children.

I will divide my candy among the six girls.



CHRISTMAS.

BY CAROLINE H. STANLEY.

Song by the school—"Holy Night" (to be found in any Episcopal hymnal).

THE SCRIPTURE STORY.

[Luke ii.: 8-20; Matt. ii.: 1-12.]

THE FIRST CHRISTMAS ANTHEM.

Teacher.—When was it sung?
School.—"It came upon the midnight clear,
That glorious song of old."
Teacher.—From whom?
School.—"From angels bending near the earth
To touch their harps of gold."
Teacher.—What did they sing?
School.—"Peace to the earth, good will to men,
From heaven's all-gracious King."
Teacher.—How was it received?
School.—"The earth in solemn stillness lay,
To hear the angels sing."
Teacher.—Do the angels still come?
School.—"Still through the cloven sky they come,
With peaceful wings unfurled."
Teacher.—Does the song go on?
School.—"And still celestial music floats
O'er all the weary world."
Teacher.—What is its invitation?
Girl.—"O ye, beneath life's crushing load,
Whose forms are bending low,
Who toil along the climbing way,
With painful steps and slow;—
Look up! for glad and golden hours
Come swiftly on the wing;
Oh, rest beside the weary road,
And hear the angels sing."

[A very effective ending to this would be to have this stanza sung.]

WHAT THE LETTERS SPELL.

Teacher.—
When "Christmas" is written on all around,
Have you thought what each letter spells
In the word that the children love so much,
And the wondrous story it tells?
C—First child.—
My letter tells of the Child who was born
On that Christmas long ago,
Of the Christ who came from his home above
To us on the earth below.
H—Second child.—
Mine tells of the far-away Holy Land,
The land of the Christ-child's birth,
Of the home he blessed, of the happiness
He brought to the sin-cursed earth.
R—Third child.—
My letter tells why the Saviour came,—
To redeem the world from sin,
To rescue the fallen, relieve the sick,
And gather the children in.
I—Fourth child.—
I would tell you how the Saviour came,
As an infant tender and mild,
Of the inn where the people had no room
To receive the Holy Child.
S—Fifth child.—
I tell of the star that the wise men saw,
Shining far up in the sky,
Of their path through the trackless desert, led
By the light that gleamed on high.
T—Sixth child.—
And I of the treasures the wise men poured
At the feet of the baby boy,
Of the gold, and the myrrh, and the precious stones,
That told of their love and joy.
M—Seventh child.—
I would tell of the manger where they laid
The infant Lord of all,
Who found no home on the earth but this
In the lowly oxen's stall.
A—Eighth child.—
I tell of the angels that bore the news
To the shepherds watching near,
While the glory of God shone round about,
And filled all their hearts with fear.
S—Ninth child.—
I sing of the song that the angels sang,
'Tis echoing now as then,
"Glory to God in the highest, on earth
Peace and good will toward men."
All.—
And we all sing the song with glad, full hearts,
As the angels sang it then,
"Glory to God in the highest, on earth
Peace and good will toward men."

—Caroline H. Stanley.

[Provide cardboard letters either printed or covered with evergreen. See that they are properly adjusted by means of a thread around the neck. Have them reversed at first, and let each child turn hers as she speaks.]

THE DAYS.

The great days and the small days,
They come and go so fast;
The spring days and the fall days,
The summer days and all the days,
They take their turn at last.
Need winter days be drear days?
We laugh at storm and cold,
For Christmas days are dear days,
And full-of-happy-cheer days
For all the young and old.

A NEW MOTHER GOOSE JINGLE.

Sing a song of Christmas-time,
Mistletoe and holly,
Four impatient little girls,
Genevieve and Dolly.
When the door was opened
They shouted in their glee,
And wouldn't you have shouted, too,
To have so fine a tree?

—St. Nicholas.

IF YOU'RE GOOD.

[For a very small boy and girl.]

Boy.—
Santa Claus'll come to-night,
If you're good,
And do what you know is right,
As you should;
Down the chimney he will creep,
Bringing you a woolly sheep,
And a doll that goes to sleep,—
If you're good.

Girl.—
Santa Claus will drive his sleigh
Thro' the wood,
But he'll come around this way,
If you're good,
With a wind-up bird that sings,
And a puzzle made of rings,—
Jumping-jacks and funny things,—
If you're good.

Girl.—
He will bring you cars that "go,"
If you're good,

Boy.—
And a rocking-horsey—oh!
If he would!

Girl.—
And a dolly, if you please,
That says "Mama!" when you squeeze
It—

Boy.—
He'll bring you one of these
If you're good.

Girl.—
Santa grieves when you are bad,
As he should;
But it makes him very glad
When you're good.

Boy.—
He is wise,—

Girl.—
And he's a dear;

Both.—
Just do right and never fear;
He'll remember you each year,
If you're good.

—James Courtney Challis, in St. Nicholas.

[This will be very effective if they can be made to speak emphatically, with gestures of the uplifted finger and the head.]

MISPLACED CONFIDENCE.

Willy in the corner crying! What can be the matter?
What can ail my happy little, merry little boy?
Tears on Christmas morning!—tell me, what's the trouble,
Who has caused the tears that spoil our little darling's joy?

"Grandpa's gone a-skating with the little skates I gave him;
Aunty's sitting reading in the fairy book I bought;
Mamma's playing horses with that pair of reins—a present
I made to her last Friday. It's mean! because I thought—

"Boohoo!—I thought that grandpa was a gen'rous sort of grandpa,
And I thought that all the rest of them were generous, you see;
And after they had all admired the pretty things I gave them,
They'd think such things more suit'ble for a little boy like me."

—Florence E. Pratt, in St. Nicholas.

A CHRISTMAS TRAGEDY.

It was Christmas Eve, but the fair-haired doll
Looked pale and rigid with fright;
While the Jack-in-the-box had closed the lid,
And hidden himself from sight.

The donkey stood with his baskets tied,
And his meek head turned away
In a style which hinted, plain as day,
He was too much afraid to bray.

The animals, large and small alike,
Were crowding the Noah's Ark;
And hoping they might escape, perhaps,
Kept quiet in the friendly dark.

The bon-bons lay in a gaudy row,
Decked out in their colors gay;
And wished they had all "gone off" at once,
And taken themselves away.

The candles, propped by their tin supports,
Were to light up the ghastly scene;
And some had turned white with an awful dread,
And others a sickly green.

The humming-top, with his shining coat,
Was finding himself forlorn!
For everyone noticed his corded neck,
And pointed at him in scorn.

* * * * * * * * * * *

Hush! the door flies open, the crowd comes in
To dress up their Christmas tree;
And, laughing, they finger the frightened toys,
Which are nervous as they can be.

Then the candles whisper, "They will not burn,
For they cannot bear the sight."
And the wax doll faints as some one says,
"They're all to be hung to-night!"

—Kathleen P. Wheeler, in the Pansy.

Around the Tree.

[Music, "Jingle Bells."]

RING the bells, ring the bells,
All so glad and free,
Ring the bells, ring the bells,
Around our Christmas tree;
Good and happy children
We will always be,
Kind and merry children,
Waiting round the tree;
Ring the bells, ring the bells,
All so glad and free,
Ring the bells, ring the bells,
Around our Christmas tree.

—Selected.

Christmas.

[Each child has a card with letter on it.]

BY L. F. ARMITAGE.

1.—C is for Chimney, Santa Claus comes that way.
2.—H is for Holly with berries so gay.
3.—R is for Reindeer, how fast they can go!
4.—I is for Ice, which makes skating, you know.
5.—S is for Santa Claus, jolly old man;
6.—T is for Turkey—I'll eat all I can.
7.—M is for Mince Pie with many a plum.
8.—A is for Apples, we all shall have some.
9.—S is for Sled, just the thing to please me,
All.—And we all spell Christmas, as you perhaps see.

Geography.

GEOGRAPHY BY GRADES.*—(IV.)

BY MARY R. DAVIS,
Principal Training School, Haverhill, Mass.

PREPARATION FOR LUMBER.

FELLING trees, peeling bark, loading, drawing, rafting, logging, camping, etc., saw-mill, sawing, etc.

(Teacher should read of the logging camps of Wisconsin, Canada, or Maine, and should give children a vivid description of this work, using pictures.)

Charcoal Bits.—Make experiment by allowing some chips to char over a slow fire. Children observe and give inference.

Value of Lumber.—Think of the occupations and life of men engaged in this work, and of the money needed, etc. Make it practical.

OUTLINE FOR PLOUGHING.

(A language or reading lesson based on this.)

Material: pictures, drawings.

I. What? Development.

II. Where? Lowlands, land cleared from rocks and stones; hillsides; in hot, temperate, and some cold countries.

III. When? Spring, autumn. (For what purpose each season.)

IV. How? Describe. Means: Horses, oxen, elephant (India), buffalo (Hungary), reindeer (Lapland), men and women (the peasants of some countries).

V. Why? To break up soil for sowing and planting.

OUTLINE, FISHING.

Material: Hook, line, rod, net, worms or small fish, etc.; drawings of what cannot be brought into class.

I. What?

II. When? All seasons. Tell the children of the laws and why. On rainy days fishing is better. Watch the fish in jars in schoolroom; think why.

III. Where? In fresh water—ponds, lakes, brooks, rivers. In salt water—oceans and its arms.

IV. How?

1. Trolling—boat, hook and line, bait.
2. Spearing—boat, light spear.
3. Still fishing—boat, pole, hook, line.
4. Net fishing—setting nets, etc.

Kind of fish caught in each manner of fishing.

V. Why? For food, pleasure; to get a living (occupation). Moral lesson in regard to Sunday fishing.

Note.—In grade III., fishing expeditions, mackerel and cod fisheries of North America; also the oyster and clam industries of the United States. In the fourth grade study the great fisheries of the world. Locate the fishing villages and cities. Process of drying, canning, etc.

*Copyrighted, 1897.

OUTLINE, HUNTING.

Material: Gun, powder, shot, horn or can, gamebag, gun.

I. Develop. Idea of hunting.

II. How? Sometimes by trapping.

1. Man—how clothed? Why? (a) Equipments—gun, powder-horn, gamebag, dogs, boat, head-light (for deer), hunting-horn, horses. Tell the story of an English fox hunt. A good description of a chase or stag hunt is found in the "Lady of the Lake."

III. What? Wild ducks, partridges, woodpeckers, blue jays. Animals—deer, wolf, fox, hare, rabbit, squirrel (gray), ermine, sable, mink, etc.

IV. Where? Land and water. (Birds and animals.) All countries, especially in cold countries for furs; hot countries for beautiful feathers.

V. When? In autumn and spring.

VI. Why? For food, clothing (furs and feathers); for sport; for a living (an occupation).

Note.—In third grade have a talk in regard to hunting and trapping as occupations.

What the men do, how they prepare skins of furs for market; their value; for what they are exchanged.

Locate the fur-producing sections of North America; also the sections where ostrich and other beautiful feathers are found.

Note that the best furs come from the colder temperate regions; why? The brightest feathers from hot regions.

VII. Moral lesson. In regard to killing beautiful birds for their plumage. Call attention to the value of birds in destroying troublesome insects; to the recent pest—the elm-beetle—which did no harm until men killed off its enemies, the birds (yellow hammer, creeper, nuthatch) which lived upon it in its different stages.

Lead the children to see that both the wearing of bright feathers and birds and the craze for collections have led to the killing of birds for a living. Create a sentiment against wearing them, and thus lessen the demand. Tell them of the recent law enacted by the legislature.

Make out outlines for lumbering, stock-raising, mining, and quarrying.

In grade III. see outline for commerce. Simplify for grades I. and II.

In the walks taken for nature study observe the hills and what is growing on them; the brook and the little streams which feed it.

Do not attempt to teach these subjects; but teach them to observe and recognize a few facts as preparation to second grade work.

We present as our Christmas supplement a copy of Bodenhausen's Madonna.

BOOKS.

SCIENCE READERS. By Vincent T. Murche. Revised and Adapted for American Schools by Mrs. L. L. W. Wilson, Ph.D., Philadelphia Normal School. New York: The Macmillan Company. Four Books. Cloth. Prices, I., 127 pp., 25 cents; II., 128 pp., 25 cents; III., 176 pp., 40 cents; IV., 216 pp., 40 cents.

There are no better graded school readers made, none that give more valuable information, none better adapted in fact, fancy, and phrasing to the taste and needs of pupils. They are made by a thorough master of the art of schoolbook making, and they are adapted with a skillful hand by a brilliant American teacher of teachers. They are not made in a regulation fashion, but there is genius in the method of presenting the facts for the delight and benefit of the children. The first three books are focused for the third and fourth years in school, and the fourth to the fifth grade. There are to be two more books, V. and VI., which will be adapted to the upper grammar grades. American school leaders are quick to appreciate anything that is for the special advantage of teacher and pupils, as these certainly are, and their introduction must be speedy and very general.

THE MOTHER'S COUNSEL; OR, THE KINDERGARTEN IN THE NURSERY. Nine Lectures by Mrs. Louise Pollock. Boston: DeWolfe, Fiske, & Co. Paper. 91 pp.

Mrs. Pollock of Washington, D. C., is one of the most successful of the kindergartners and kindergarten trainers in the country. She is wise in her theories and practices, so her book of nine lectures has the prestige of a successful woman behind them. More than this, it is the embodiment of all her best thinking and doing for several years. She has based her work on Froebel's "Mother's Book of Song and Play," but, beyond that, she has put into every lecture all that is best of herself and of her experience. It is primarily a kindergartner's book, but, more than that, it is adapted to all primary teachers and to mothers. Her nine subjects are well thought out, and her illustrations are clear. In every way Mrs. Pollock has issued a book calculated to increase the health and happiness of all homes and schools to which it is admitted.

SINGING VERSES FOR CHILDREN. New York: The Macmillan Company. Price, $2.00.

Among the numerous gift-books for all-the-year-'round enjoyment, none can be more attractive than these "Singing Verses." The words, by Lydia Avery Coonley, which are charming, are set to appropriate music by Eleanor Smith, Jessie L. Gaynor, Frederic W. Root, and Frank H. Atkinson, Jr. The pictures, the artistic coloring and charm of which defy description, are by Alice Kellogg Tyler. The eighteen numbers are on a good variety of subjects, and each has been illustrated by Miss Tyler in a very pleasing manner, the border designs being especially ingenious. The book should find a place in every home, and the primary school owning a copy will have an added fascination for the little singers.

GANTVOORT'S MUSIC READER FOR RURAL AND VILLAGE SCHOOLS. Cincinnati: John Church Company. Cloth. 216 pp. Price, 50 cents, with discounts for school introduction.

The first fruits of the rural school discussion, which is now at white heat, is a complete music course for rural and village schools, singing classes, and teachers' institutes, by A. J. Gantvoort, who has combined music teaching and music for school use in an admirable manner. The author is himself a skillful and inspiring teacher of music, and the book is focused for the use of those teachers of rural schools who must be their own specialists. The selections for singing, of which there are a large number, include all the time-honored patriotic songs and hymns, and many that are especially adapted to nature study and the humanities. These song attractions, together with the complete and systematic course of instruction in music, make it a book of great value.

EVER NEW BUSY WORK FOR SECOND GRADE. By Flora E. Kendall. Boston: J. L. Hammett Company.

Miss Kendall has long been one of Massachusetts' best superintendents. She has worked through her teachers. Every plan and device has been born of a purpose to place in the hands of the teacher material for the profitable employment of the children. In no other way can a textbook or schoolroom aid come about so naturally and wisely, other things being equal. Miss Kendall knows as well as any one can know how much the child is equal to when he enters the second grade, and what should have been accomplished when he is passed out of it, and she has adapted this work to the maturity and immaturity of children wonderfully well. Above and beyond all, she has kept ever in mind that each child's seat work should be independent activity. The name of the box tells just what it all is, "Ever New Busy Work."

A prominent feature of this grade work is the three envelopes of "Favorites," selections on cards,—No. 1., from Longfellow, Isaac Watts, Jane Taylor, Eliza L. Follen, and Mother Goose; No. 2, Longfellow, Jean Ingelow, Phoebe Cary, Stevenson, Lydia M. Child; No. 3, wholly from Longfellow.

STANDARD SCHOOL PHYSIOLOGY, HYGIENE, ANATOMY. By Russell B. Smith, M. D., and Everett C. Willard, A. M. New York: The Morse Company. Price, $1.00.

One of the most difficult books to compile is that on physiology for use in schools. Frequently too much is said in them that is technical, or the subjects are treated too comprehensively for the minds of those who are to use them as text-books. Against this work, however, neither of these objections can be raised, while each subject in it is treated in a generous though simple manner. The physiological points are well brought out in connection with the anatomy of the parts, and the whole is arranged in a perfectly natural sequence, so necessary in a book of this kind. The few pages devoted to emergencies are admirable, and present some ideas that will be very useful for future use of the reader. Its illustrations are well chosen, profuse, and clear, and are valuable adjuncts to this truly first-rate text-book.

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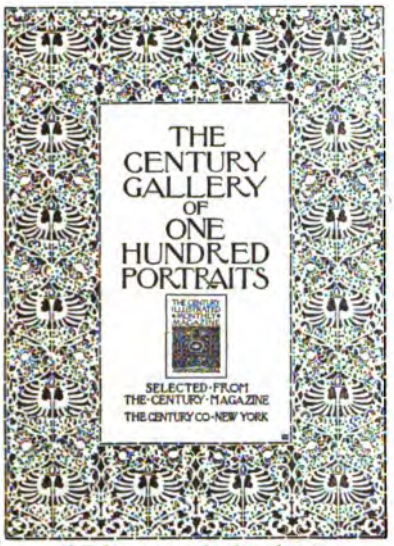
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for 1898, and

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Space will not permit an extended prospectus here. The new volume begins with the number for November, 1897. There is to be a serial story of New York life by Mrs. Burton Harrison, entitled "Good Americans"; a novelette of the French Revolution, by Dr. Weir Mitchell, whose striking story of the American Revolution, "Hugh Wynne," has been appearing in *The Century* during the past year. There will be several important series of historical papers, beginning with one on "A Young American Woman in Mexico in Maximilian's Days," reminiscences of events in an extraordinary epoch of history; authoritative articles on Lord Tennyson, published with the consent of the family; more of the interesting papers in the series "Heroes of Peace"; some striking pictorial features, including several of Castaigne's sets of views of American scenery, with Cole's reproductions of the work of old English masters, etc. There will be articles by travelers and discoverers, papers on developments of American enterprise, criticisms and biographies of distinguished musicians, literary and scientific studies, etc.

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Santa Claus' Trip.

BY FRANCES HUNTER.

A JANGLE of bells on the frosty air,
The crack of a whip, and the sight
Of a trail of smoke, like a huge white cloud,
Blown out from Santa Claus' pipe.
The rabbits and bears scatter this way and that,
Away from the twinkling feet
Of the reindeer, jumping ten feet at a bound,
Down the ice tracks of North Pole street.
The Esquimau boys from their dreams start up,
Doze off, then wake up again,—
To find in the morning that St. Nick has left
A young whale with blubber for ten.
The cities and towns all stir in their sleep,
And, as usual, on the fly
The policeman rushes ten minutes too late
After clatter and clash go by.
So this jolly old man, with his jolly old laugh,
Comes rollicking into town,
There's a tapping of feet on each body's roof,
And then he comes sliding down
The great wide chimney, grunting meanwhile,
For a fat man, just like you,
Cannot squeeze through a needle, or end of a horn,
Or the toe of any one's shoe.
There are bicycles, and mittens, and dolls, and slates,
And a soldier standing up on his head,
And a stocking stuffed full of stomach-ache stuff,
Candies, cakes, and tarts colored red.
Then back to the Pole he hurries again,
And, before the morning breaks,
His reindeer are fed, himself is in bed,
And a long, long snooze he takes.

Johnny's Observations on Christmas Eve.

SOMEHOW I can't understand
What the teacher said to-day
About the seasons, and the way
That the earth is tilted, and
How the days keep getting short,—
Short and shorter in the fall,—
Till (she said) the winter brought
Us the shortest days of all.

That stumps me—that's what it does!
The shortest days I ever saw
Came this summer, when I was
Camping out at Colton's.
Pshaw! Talk about those days being long,
Why, they went by like a streak!
Forty of 'em (or I'm wrong)
Wouldn't really make a week.

And now, she says the days are short;
She made a diagram to show
Just how it was; I s'pose I ought
To understand—But all I know,
To-morrow holidays begin;
To-morrow Christmas'll be here;
But I'm sure to-day has been
The longest day in all the year!

—Charles Love Benjamin, in St. Nicholas.

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Christmas Alphabet.

A is for apples, so rosy and gay.
B is the blind-man's buff that we play.
C is the candy I'm sure always comes.
D is for dollies, and doggies, and drums.
E is for evergreens, shining and bright.
F is for fun, from morning till night.
G is the goodies that always are near.
H is the holiday, best of the year.
I is for icicles, all in a row.
J is for jingling of bells o'er the snow.
K is the kiss 'neath the mistletoe bough.
L is the love ruling every heart now.
M is for mistletoe hung in the hall.
N is for nuts, cracked and ready for all.
O is for oranges, sure to be nigh.
P is for popcorn and peanuts and pie.
Q is the queries for answers complete.
R is for reindeer, so trusty and fleet.
S is for Santa Claus, every one knows.
T is our tree, where the best of fruit grows.
U is the uproar of children at play.
V is for voices in carols to-day.
W the good wishes we send far and wide.
X is the cross where the dear Saviour died.
Y is the yule-log of old Christmas lays,
Z is the zest for this day of all days.

—Ada Simpson Sherwood.

An Address to Santa Claus.

OH, Santa Claus, dear Santa Claus!
I wonder if you know
How many poor folks' stockings hang
All in a gaping row—
How anxiously you're waited for
By many a girl and boy
As you dash by with jingling bells
And never leave a toy!

Oh, Santa Claus, dear Santa Claus!
You have such pretty things—
Great heaps of dolls and picture books,
Gold chains and finger-rings,
And loads of lovely china sets!
Dear Santa, please believe,
We would be very glad to have
Just what the rich folks leave.

When from its merry midnight round
Your sleigh comes dashing back,
And all the toys are given out
From every Christmas pack,
Could you not bring some last year's drums,
Or skates, or balls, or sleds,
Or dollies who have lost their hair,
Or cracked their arms or heads?

Oh, Santa Claus, dear Santa Claus!
You may be very sure
Rich children do not love you more
Than children of the poor.
Ah, what delight at Christmas time
Your tinkling bells to hear,
To see the prancing, dancing feet
Of your fleet reindeer!

Oh, Santa Claus, dear Santa Claus!
I don't believe you know
How many poor folks' stockings hang
All in a gaping row;
How anxiously you're waited for—
Or you would ride this way
And cram the empty stockings full
On every Christmas day.

—Mrs. M. F. Butts, in Exchange.

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Santa Claus.

BY BERTHA MAY BEMIS.

[Tune: "John Brown's Body."]

SANTA CLAUS is coming soon
To call on you and me;
That is, if we have been as good
As children ought to be;
And we feel so happy
That we soon will Xmas see,
While we are singing now!

Chorus.

Hip, hurrah for dear old Santa!
Hip, hurrah for dear old Santa!
Hip, hurrah for dear old Santa!
While we are singing now!

We hope he'll fill our stockings
Full of good things and of toys;
That no one will be slighted
Out of all these girls and boys;
And Xmas is so very near,
With all its many joys,
While we are singing now!

Queer Arithmetic.

When a camel can rest
In a song sparrow's nest,
An an elephant roost in a tree,
When oysters can fly,
And cookies can cry,
And the North Pole can cipher and multiply,
Then two times one will make three.

—Youth's Companion.

The Snow Birds.

WHEN winter winds are blowing,
And clouds are full of snow,
There comes a flock of little birds
A-flying to and fro;
About the withered garden,
Around the naked field,
In any wayside shrub or tree
That may a berry yield,
You'll see them flitting, flitting,
And hear their merry song;
The scattered crumbs of summer's feast
Feed winter birdlings long.

But when the snow-drifts cover
The garden and the field,—
When all the shrubs are cased in ice,
And every brook is sealed,
Then come the little snow-birds,
As beggars, to your door;
They pick up every tiny crumb,
With eager chirps for more.
Like wandering musicians,
They 'neath the windows sing;
All winter long they stroll about,
And leave us in the spring.

Off to the land of icebergs,
To islands cold and drear,
They fly before the summer comes
To frolic with us here.
Give them a hearty welcome!
It surely were not good
That they who sing in winter-time
Should ever lack for food.

—Our Dumb Animals.



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What the Wind Says.

WHEN Willie goes upstairs to sleep,
A wakeful ear he's sure to keep
Upon the Wind, who always knows
What Willie does, and where he goes;
If he's been good the whole day long,
The Wind sings ever the same song
In sweetest, softest lullabies
As Willie gently shuts his eyes:
"Good and true! Good and true!
Willie, you—Willie, y—o—u!"

But sometimes—ah, the truth is sad—
Poor Willie's willful, cross, and bad,
He breaks his mother's strictest rule,
And even slips away from school;
Then when he creeps into his bed,
And pulls the pillow o'er his head,
And listens—hark! the mad Wind knows.
Hear, how it whistles, storms, and blows:
"So untrue! So untrue!
Willie, you—I mean y—o—u!"

Oh, then his heart begins to quake,
And one long hour he lies awake,
And wonders how the wise Wind knew—
The wisest wind that ever blew—
Till something inside speaks out bold:
"I am the monitor who told!
Oh, yes, 'twas I who told the Wind,
And both of us know you have sinned."
"Willie, you—Willie, y—o—u!"
Wind and Conscience both say, "y—o—u."

—Zitella Cocke, in Little Men and Women.

Do Your Best.

I'VE something to tell you,
A plan you can try,——
How to be very good,
As the hours go by.
A plan very simple,
For child or for man;
And this is the way,—
"Do the best that you can."

But that means a great deal,
And so it is plain,
If we fail the first time,
We must try yet again.
In all this wide land,
In the East or the West,
If we want to succeed,
We must just do our best.

—E. Idella Wallace.

A New Year's Meeting.

"DO you know how to get to grandpa's?—
I went on New Year's day—
You climb the hill where the pine-trees grow,
And grandpa comes half-way.

"He waits in the road for mamma and me,
And plays he's a robber bold,
Then, when I can't help laughing,
How grandpa pretends to scold!

"He threatens me with his cane, and says:
'A kiss or your life, my dear!'
And then with a regular bear-hug
I wish him a Happy New Year!"

—Tudor Jenks, in January St. Nicholas.

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On Watch.

If you will take the map of Massachusetts and put your finger on the east coast, you will find a place marked Cape Cod. Here on this point of land there is a tiny house near the lighthouse, in which a lady lives, and for the most part she lives here alone. When this lady was a little girl, some shipping merchants in Boston built this little house as a station where vessels passing in and out of the harbor might signal any message that they wanted telegraphed to the city of Boston; the outgoing or incoming vessels might also send messages to the owners or shippers. This lady's father was established in this little house as a post signal-master. The little girl used a telescope with as much ease as she did her dollhouse broom. She learned to read the names of the passing vessels, and when old enough she learned how to use the telegraph key that telegraphed the incoming ships' names to Boston. When she grew a little larger, she was sent away to school. When she had completed her school education, she came back to be her father's assistant.

You may wonder how messages are sent from the ships to the little house on the coast. This is done by means of flags, by a system which is called a code of signals; and this lady reads these signals as easily as you read type. She knows what any combination of colors or any movements from the ships mean, and telegraphs their message into Boston. When messages are telegraphed from Boston to this lady to be conveyed to a ship that is passing in or out, she, too, sends the message by the use of these signal codes. Three life-saving stations are connected by telephone with this station, and when a wreck is discovered it is telephoned to the little house, and from there telegraphed to Boston.

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The Color of Our Lives.

The outside life, the life we see, is only a reflection of the inner life, what we think, what we feel, what we are.

People are a good deal like colors; that is, they are judged by what they give out, not what they keep to themselves.

Some persons are like the color we call "red." They are full of cheerfulness, so far as even their most intimate friends can see, because they keep their blue feelings to themselves and give out only their brightness.

Others are "pure gold." If they have any jealousies or mean feelings, they keep them hidden, so their friends tell how "lovely" they are, and never once think that the "green" is there somewhere, though it is not seen.

The "black" people are the worst of all, for they absorb every bit of brightness and keep it for themselves, never, by chance even, giving out one ray of light, until they become a shadow which darkens all happiness around them. These are the people who go around complaining of lack of appreciation, lack of companionship, lack of sympathy, and many other "lacks" which they feel in their lives. Of course, they must feel an "aching void," for, although they make the largest demands for consideration, kindness, and courtesy, they give none in return, and folks naturally shun them, for they "choose the light rather than darkness."

Unfortunately for the world, there are few, if any, "white" people to be found, who give all and demand nothing; for human nature does not attain perfection, but there are some very light tints to be found even in this naughty world, so that the beauty of goodness is in part revealed to us. Christ said: "By their fruits ye shall know them."

The trouble is, many people do not take time to consider what is revealed to others. If they even used the mirror, in the right way, they could find out what is written in their faces.

While self-consciousness is a bad thing, it is sometimes a good thing to study one's self and find out whether you are giving out or only absorbing brightness.—Teacher and Student.



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On page 150 will be found the advertisement of the National Correspondence Normal. This school gives instruction in primary methods, kindergarten, and child study through the mail.

"Art in the Schoolroom."
An illustrated list of high-class reproductions suitable for school decoration, selected from our general catalogue.
Mailed upon receipt of 10 cents in stamps.
Berlin Photographic Co.,
Fine Art Publishers, 14 E. 23d St.,
NEW YORK.

ELECTRICAL Bicycle, and Photo. Novelties, low prices, 10 page cat FREE
E. E. S. CO., 32 Cortlandt St (N.Y.



SET OF FURS **FREE**

Read what we say to every reader of this advertisement. We will absolutely free a handsome set of furs, genuine natural skin, latest style, collarette and muff beautifully lined with satin, to quickly introduce into every household our wonderful vegetable Pills. They are a positive cure for constipation, indigestion & torpid liver & if we did not mean what we say we could not afford to make the above assertion. To prove it we will send you a full size box of our wonderful Pills if you will send us at once 10 cents silver or 15 cents stamps to cover cost of boxing and forwarding. The furs we know they will please every woman & this valuable present will do more to advertise our Pills than any newspaper possibly could. P. P. DRUG CO, 32 W. 13th st, N.Y. City.

Tommy's Heart Is in this Gift.

One of the teachers in the Franklin public school received among her Christmas gifts an awkwardly made Christmas card of stiff paper with pictures pasted on it. It was from one of her pupils who was formerly the worst boy in the school, and she values the simple gift more than any other she received.

The reformation of this bad boy was the biggest surprise in the Franklin school this year. When Tommy went first to the school in September he was put in the second grade because he had been to school before in another part of the city and could read. He soon showed himself to be the worst boy in the class, and scoldings and whippings seemed to make him more and more incorrigible. To get rid of him, the teacher passed him on to another teacher in another room, and, after a heart-breaking experience of two weeks with him there, that teacher passed him on. It seemed that his badness grew as the teachers passed him on. His last teacher was a tender-hearted little woman who believed in "moral suasion," but who found it hard to make a practical application of it in Tommy's case, he was such a very bad boy. She learned that Tommy's father and mother had died when he was too young to remember it, and he had been taken into the family of poor people who had other children and little time to attend to any of them.

One day Tommy tried the patience of the teacher so she lost her temper entirely, and she took him out into the hall to whip him. She gave him three spanking blows with the palm of her hand, and then the thought of the loveless home life of the orphaned boy and the sight of his frail, thin half-starved little body, the worn and threadbare shirt and scant jacket and trousers smote her heart, and she stood Tommy on his feet, and putting both of her hands upon the wall, leaned her head up against them and began to sob.

Tommy was amazed. For some one to cry over him was an experience that had never come into his motherless life before. While his teacher wept she felt his grimy little hand tugging at her skirt, and he pleaded bashfully:—

"Don't cry."

She looked down and saw tears in his eyes and the look of defiance all gone from his face; and then she stooped and gathered him impulsively up in her arms and kissed his dirty face again and again.

It was all over in a minute, but when Tommy went back into his classroom he was a changed boy. His subjugation and reformation were complete. From that moment he has been the abject slave of his teacher, and she loves him. He has a good voice, and she has taught him to sing, and when she asks him to he walks up, faces the whole class and sings.—Kansas City Star.



The young man who starts in business life with a good athletic training back of him will be able to stand more than the man who has not had the same advantage. Nevertheless, if he overworks and neglects his health, he is likely to fall a victim to some fatal malady like his less fortunate brother.

There is only one safe road for a man to tread in the matter of health. That is the road of eternal vigilance. No man, no matter how strong he may be naturally, can with impunity neglect the little ills and indispositions of life. These little disorders are what make the big ones. When a man suffers from headaches and loss of appetite, feels drowsy and dull during waking hours, cannot sleep at night and is nervous and shaky at all times, he is in a dangerous condition. If he long neglects his condition he will find himself a very sick man. Dr. Pierce's Golden Medical Discovery is the best of all medicines for the many diseases that are caused by an impaired digestion and insufficient and improper nourishment. It creates a hearty, healthy appetite; it makes digestion and assimilation perfect; it invigorates the liver and purifies and enriches the blood. It is the great blood-maker, flesh-builder and nerve tonic. It is the best of all medicines for nervous disorders and it cures 98 per cent. of all cases of consumption, if taken in its earlier stages, before the lungs are too far wasted. For chronic, bronchial, throat and nasal affections it is an unequaled remedy. An honest dealer will not suggest some inferior substitute.

Rev. C. M. Lemond, (P. O. Box 207), Quanah, Hardeman Co., Texas, writes: "I write to say that during the late trouble between the States it became my duty as well as privilege to speak in the open air at night, which produced slight hemorrhages and loss of voice from which I have suffered more or less for a number of years, until that God-send 'Golden Medical Discovery,' given to the world by the inventive and scientific brain of Dr. R. V. Pierce, was obtained. After six bottles had been used the pains and aches in my lungs began to give way, and now I feel that, with a judicious course of life I may live many years. I thank God for giving to the world a man who has done so much for suffering humanity."

FRANKLIN COLLEGE NEW ATHENS, O. 73d yr. Board, tuition, room, and books, $2.80 to $3 a wk; total cost, $140 a yr; 8 courses, including normal; no saloons; catalog free, with plan to earn funds.
W. A. WILLIAMS, D.D., Pres.

A HOOSIER IN HONDURAS
Will delight the children and instruct the Teacher. A charming volume, by a Hoosier. Agents wanted everywhere. Teachers report as high as $3.00 profit for one evening. Sample copy, paper, 75c. Cloth, $1.50. Write for terms. El Dorado Publishing Co., Box 211, Indianapolis, Ind.

A great majority of people are lamentably poor spellers, and we take pleasure in announcing a new book from the press of the Western Publishing House, Chicago, which, with an appearance of truth, claims to offer a means by which anyone can readily overcome this defect and without any other aid. We refer to Pollard's Advanced Speller—a speller which teaches spelling.

It is indeed the only speller within our knowledge which clearly develops the principles of spelling, syllabication and accent. Mailing price, 30 cents. See their advertisement in this issue.

Common Spices.

The following information is worthy of record:—

The strips of cinnamon bark are usually about forty inches long.

The clove is the product of a tree belonging to the myrtle family.

The clove plant is believed to be a native of the Molucca islands.

Pepper has always been regarded as a tonic and stimulant to digestion.

The best grades of cinnamon are almost as thin as paper, and of a yellowish brown hue.

The fruit of the nutmeg tree is about the size of a peach, to which it bears a strong resemblance.

The nutmeg tree begins to bear in the seventh or eighth year, and lives to seventy or eighty years.

After being peeled from the tree, the cinnamon bark is piled in heaps in order that it may ferment, and thus enable it to be more readily cleaned of the epidermis.

The name of the clove is derived from a Latin word signifying little nail. It is a remarkable fact that in every civilized language the name of the clove has this signification.

The leaves of the false pepper tree possess the curious property, when broken and thrown into the water, of swimming to and fro with a jerking motion, this being due to the escape of volatile oil from the broken portions of the leaf.

Wanted a Puncture.

Tommy—Boo hoo, boo hoo!

Kind Lady—What's the matter, little boy?

Tommy—I can't get a puncture. All the other boys have had punctures, and I want one too. Boo hoo, boo hoo.—Child Study Monthly.

The Living Age for 1898. This work is a literary repository, richly and amply filled with the most readable articles in the reviews and journals of Europe. Being issued every week, it keeps pace with the movements of the world, and exhibits the living, restless spirit of the age, as developed in its literature, science, commerce, politics, and in the various arts of life. The magazine offers increased attractions for the coming year. Its scope embraces not only the more solid matter of the reviews and quarterlies, but its readers receive a fair supply of lighter literature, including some of the best fiction of the day, and poetry. Arrangements are being made for the serial publication, following the conclusion of "With All Her Heart," of a work of exceptional interest and importance; and during the year other translations from the best writers are promised, with serial or short stories by the leading British authors.

The beginning of a new volume January 1 is an excellent time for the beginning of a subscription, and the publishers still present to new subscribers for 1898 the eight parts of 1897, containing the first installments of "With All Her Heart."

The Living Age is published weekly at $6.00 a year by The Living Age Company, Boston.

Reading.

I remember, while visiting a school in one of our cities of New Hampshire, a bright boy who failed to solve his problem in arithmetic. I was told by the teacher, in the presence of the boy and the rest of the pupils, that this boy and others of her room were very dull, indicating, at the same time, who they were. I remarked, "The boy is a bright looking boy," and asked her what the problem was about?

The boy was called upon to read it. After the reading, I said, partly to the teacher, partly to the boy, "What does this problem mean?" The boy readily explained it. I then said to the boy, "I guess I am dull, for I do not understand it, will you please explain it to me again."

A smile came to the teacher's face at my stupidity. The boy, in trying to explain the meaning to me, discovered his own mistake.

A gleam shot over his face, and he exclaimed: "I can do it now! I did not read it right!"

The result I was working for was attained, and the boy's face soon expressed a satisfied look, so pleasing for an earnest teacher to look upon.

I soon left the room and building; pitying the teacher, pitying the board of education for retaining such a teacher, vastly pitying the children more in being obliged to sit hour after hour under such a teacher, no, not a teacher, simply a hearer of classes.

A large percentage of the pupils who appear dull simply lack in reading. In many of the schools I visited the past year, I found reading poorly taught, and which constrains me to say a few words in the interest of good reading.

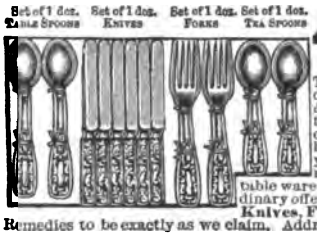
The subject of reading should be placed foremost in every school, especially in the lower grades, and I believe considerable attention should be paid to the principles of reading in the higher grades.

The power to grasp all other branches quickly depends upon reading intelligently. This alone is sufficient reason for placing it first. Teachers, if your pupils are poor readers, give the matter your special attention at once. Ask yourselves whose fault it is? I am sure you will decide it is your own, if your are conscientious. A child who can talk well can read well, if rightly taught.

Make reading a study, as you do arithmetic and grammar. If you do not know what the essentials of good reading are, look up the matter at once, or resign your position. Teachers who say they have poor pupils are only proving that they themselves are dull and not fit for the position they hold.

A teacher who can read well herself and has good judgment, can soon have every pupil in her room capable of speaking and reading well.

The highest praise any teacher can receive is that her pupils are good readers.—Lillian A. Browne, in Normal Instructor.



48 PIECES OF SILVER WARE FREE

12 Knives, 12 Forks, 12 Table Spoons, & 12 Tea Spoons, all full size & of beautiful floral design, made by the Sterling Silver Plate Co. & guaranteed. This valuable service given free to every person answering this advertisement who will sell our Remedies. We don't ask you to pay a cent. If you agree to sell only 3 boxes of our wonderful Vegetable Pills & 3 boxes of positive corn cure at 25 cts. a box, write us to-day & we will send you the Remedies on consignment at once, when sold you send us the money & we will send you absolutely free a **complete** set of **silver** plated table ware exactly as described above same day money is received. This is an extraordinary offer to quickly put our Remedies within reach of all & we **guarantee** the **Knives, Forks, Table Spoons** and **Tea Spoons** which we give for selling our Remedies to be exactly as we claim. Address **THE PARILLA DRUG CO., Station "O," New York City.**

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A CANTATA OF THE SEASONS. Argument by Madaline Yale Wynne; verses by Lydia Avery Coonley: music by Frank H. Atkinson, Jr. Your school will enjoy and profit by the rendering of this NEW cantata.

Recitations, Solos, Quartettes, Trios, and Choruses for the entire school.

Sample copy, postpaid, on receipt of 25 cents.

THE BIGLOW & MAIN CO.
Lakeside Building, CHICAGO.

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SERIES A.—About 3½x5½, many embossed and cut out, 1c. each.
SERIES C.—About 4¼x6. " " " " 1½c. each.
SERIES G.—About 5½x7½ all embossed and cut out, 3c. each.
SERIES H.—About 7 x 9, all embossed and cut out, heavy, 4c. each.

Sent by mail postpaid; $1.20 worth for $1.00. Nearly all new designs this season. **John Wilcox, Milford, N. Y.**



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These Watches are Solid Silver, and at retail would cost upwards of $6.00 or $10.00, but to introduce our Catalogue we will send you this Watch Free if you take advantage of our marvellous offer. If you want one, write to us without delay. With your letter send us 48 cents in stamps, for which we will send you a Massive Curb Pattern Albert Chain and our offer. After you receive the beautiful Watch we shall expect you to show it to your friends and call their attention to this advertisement. The Watch is sent Free, by Registered Post, on your complying with our advertisement, and the marvellous offer which we will send, and it is Fully Warranted. Money returned if not more than satisfied. Address at once,
SAFE WATCH CO., 9 Warren Street, New York.

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CURRENT HISTORY is already well established, but the publishers are determined to largely increase its circulation and extend its influence. With this end in view, they offer very *Liberal Terms to Agents.*

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NEW ENGLAND PUBLISHING COMPANY,
3 SOMERSET STREET, BOSTON, MASS.

The Pearly Nautilus.

Very little has been discovered regarding the growth of the chambers of the pearly nautilus, owing to the scarcity of this shellfish, and the necessity of watching the growth from the development of the egg. This specimen is found in the waters surrounding some of the South Pacific islands, but in most places it is found only at a distance of from fifty to seventy fathoms of water. Dr. Arthur Wiley has been making a special study of the pearly nautilus. He never has been able to obtain its eggs until recently. He found the pearly nautilus in three fathoms of water off the coast of Libu island, one of the Loyalty group. He obtained several specimens, and placed them in a submarine cage. He has recently obtained the eggs of the nautilus, and will make a special study of the growth of the chambers.—Exchange.

Queer Facts in Our History.

The St. Louis Republican says that the history of our presidents has given some remarkable coincidences, and then names the following facts:—

John Adams was eight years older than his successor, Thomas Jefferson; he eight years older than James Madison, and he eight years older than James Monroe, and he eight years older than John Quincy Adams.

George Washington ended his term as president in his sixty-fifth year, and so, too, did John Adams, Thomas Jefferson, James Madison, and James Monroe.

Thomas Jefferson and John Adams both died on the same day, July 4, 1826, exactly fifty years after the signing of the Declaration of Independence. One other president, James Monroe, died on July 4. His death occurred in 1831.

Every president, it is said, with the single exception of William H. Harrison, has had blue eyes.—Selected.

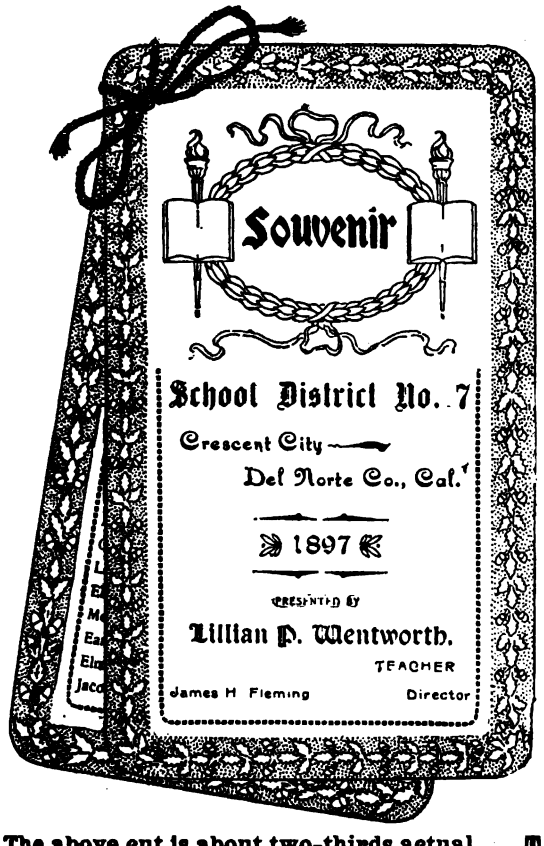
Origin of the Druggists' Show Bottles.

An interesting story is told by the Chicago Grocer in connection with the familiar red, yellow, and green vases that brighten the windows of drug stores. The custom of placing them there originated with an apothecary who found himself one night minus the red light with which tradesmen of his class were accustomed to ornament their store fronts. To make up the deficiency, he got a bottle of red liquid and placed a candle behind it. The effect pleased him so well that he decided to improve it by placing a second red light in the window with the aid of another bottle of red mixture and an additional candle. This sign made such a brave showing that an envious rival cast about for means of improving on the sign. He hit upon the scheme of placing a bottle colored with yellow fluid beside the red one, and then surpassed his previous effort and carried all before him by placing a green bottle beside the yellow. The three made a sign that caught the town, and all the druggists quickly fell into line. The bottles were replaced with the handsome vases at present in use, and the druggist's sign was here to stay to brighten the dingy streets of town and village.—Scientific American.

Laws of Teaching:

1. There is no school unless the father, the mother, the teacher, the pupil, keep school together.
2. Know thoroughly the subject to be taught, and explain to the pupil why you teach it.
3. Gain and keep the attention of the pupils. Excite their interest.
4. In your teaching use language that your pupils understand.
5. Begin with the known, go by easy steps to the unknown. Take the whole class with you!
6. Excite self-activity in the pupils, and lead each to discover truth. Show the class how to study.
7. In each lesson let a halt be made, and then have pupils fix points already made, the conclusions reached, and the premises upon which the conclusion is based.
8. The teaching must touch the whole nature of the child, and stimulate to higher action and more industrious habits of work, of silence, of obedience, honesty, and truthfulness. Three-fourths of education is a habit of work.—J. M. Greenwood, in Midland Schools.

Elegant Gifts for Christmas or Close of School.



THAT teachers are unusually quick to appreciate any new thing of real merit, is again proven by the extent to which they purchased and the manner in which they endorsed our Souvenirs during the past year. **Nearly 10,000 teachers purchased them for their pupils during this period!**

The custom of giving pupils some little token at **Christmas or close of school** is an excellent one, and teachers everywhere observe it. It has been, however, difficult to secure appropriate gifts—something attractive, which would be kept, without too great cost. The want is supplied by

Our School Souvenirs.

They are **neat, novel, attractive,** and as they contain the name of the school, date, teacher's name, together with the names of pupils, they will be highly prized and always kept as **real Souvenirs.** These Souvenirs consist of two cards tied together with silk cord. On the face of the first is printed the name of school, town, teachers, date, officers, etc., as desired, in the brightest gold letters, and on the second the names of the pupils. Heavy embossed cards are used and the Souvenirs are gotten out in a highly artistic manner. Where two cards are not sufficient, additional cards are attached so as to accommodate all the names without crowding.

As Christmas Gifts

they have no equal, as every teacher wishes to provide for each pupil, though necessarily at as slight a cost as possible. Many found these **Souvenirs** particularly suitable for Christmas gifts last year. **They may be just what you want this year.** Order early. We were over 1,000 orders behind at Christmas time last year, though a large force worked night and day.

Number to Order.

Order at least as many as there are names of officers, teachers, and pupils to be printed upon them, and as many more as you wish. State definitely the number you wish, and send, **plainly written,** the matter you desire printed on the face of first card, together with the name of each pupil. Be sure that names are **correctly spelled and plainly written.**

When to Order.

Orders can be filled the day they are received, but should be sent a couple of weeks in advance, if possible, to avoid delay. One sample Souvenir free to any address.

Price List.

15 or less	$1.00		
16 :	$1.05	21 :	$1.29
17 :	1.10	22 :	1.33
18 :	1.15	23 :	1.37
19 :	1.20	24 :	1.41
20 :	1.25	25 :	1.45

Additional ones 3c. each. In ordering quantities in excess of 25 send $1.45 for first 25 and 3c. each for all over that number. Number of Souvenirs ordered must equal number names printed. Sent postpaid on receipt of price.

The above cut is about two-thirds actual size of the Souvenirs.

Teachers Improvement Co., Box 2009, Dansville, N. Y.

The Ministry of Beauty.

What do your pupils have to look at for four or five hours of the day when they raise their eyes from their books? Is the room beautiful? Are you as beautiful as you can make yourself? Notice how the little faces brighten almost unconsciously when you appear in a new gown. Dr. Philip Moxom once said: "There is no merit in ugliness, and the want of beauty often produces wickedness. Whatever makes life beautiful promotes morality as well as pleasure, and ministers directly to human need." The teacher who consciously strives to cultivate a love for the beautiful in her pupils will fill her room with flowers and bits of real art —not anything that is a picture—and will make their influence felt whenever possible. A simple photograph true to nature in every line does more to educate a child's aesthetic nature than any number of daubs in color. Beauty is character. Lead your pupils to see this in every way.

"Say there is beauty with no soul at all:
(I never saw it, put the case the same).
If you get simple beauty and naught else,
You get about the best thing God invents.
That's somewhat; and you'll find the soul you have missed
Within yourself, when you return him thanks."
—School Physiology Journal.

The Secret of Wealth is to Buy Right.

The cost to the consumer of almost every article needed for the comfort and well-being of every individual is very largely increased by having to pass through so many hands before it finally reaches the user. The nearer the maker and consumer can be brought together in the purchases of the necessities of life, the more money saved to the user. The Larkin idea is to sell direct from the manufacturer to the one using the goods, thereby effecting a saving sufficient to pay the cost of the valuable premiums offered, free. The Larkin Company adopted this method some years ago, and it has proved so satisfactory that many thousand families buy none other than the Larkin soaps direct from the makers, although in almost every place some good soaps are in the stores. Any one of the premiums they offer is well worth the $10 you pay, so you do actually save half.

We have heard many expressions of satisfaction from those who have dealt with the Larkin Soap Manufacturing Company, and we know every one who orders the goods will be fully satisfied, though the offers seem wonderful.

Mrs. E. M. Perry publishes four choice gift books for Christmas:—

(1.) "Art Gallery of Twenty Beautiful Pictures," by Landseer, Reynolds, Rosa Bonheur, Le Rolle, Guido Reni, Raphael, etc. Especially suitable for a teacher's gift.

(2.) "Madonnas." Fifteen choice pictures, all madonnas by Boticelli, Raphael, Murillo, Rubens, Correggio, etc. Introduction by Miss Irene Weir, supervisor of drawing in Brookline, Mass.

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All prettily bound.

These four books are 25 cents each, postpaid to teachers.

(5.) Pictures, 150 subjects. One cent each by the hundred. For picture study, language, literature.

Samples, catalogue, and description of books sent for stamp.

(6.) "Christmas Greeting." A pretty gift book for pupils; 7 cents. Send 10 cents for sample.

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HOMES OF AUTHORS.

BRYANT.	HAWTHORNE.	LONGFELLOW.	STOWE.
EMERSON.	HOLMES.	LOWELL.	WHITTIER.

These pictures are exceedingly popular with teachers of all grades. Every teacher wants a set. They are beautiful engravings, printed on plate paper, size 8x5 inches. The fact that they are published by the well-known house of Houghton, Mifflin, & Co. is a sufficient guarantee as to their quality.

Remember, *One New Subscription* secures the entire set. One's own subscription will not count.

For Two New Subscriptions to the American Primary Teacher we will send you, in addition to the above set of pictures, a large picture of *Lincoln* or *Washington*, — one that will be an ornament to your schoolroom. Address:—

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Helps Teachers Obtain Positions. Recommends Competent Teachers. Write for Blanks.

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Our record, 2,511 places filled. Our manual free. F. B. SPAULDING, Prop.

CARD.

After this date the name of the Beacon Teachers' Agency of Boston will be changed to "The Merrill Teachers' Agency." This is a change in name only, and not in management, and the proprietor will endeavor to merit a continuation of the generous patronage hitherto accorded him by adhering to the same methods and policy that have obtained in the past. P. I. MERRILL, Proprietor.
Boston, October 1st, 1897.

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That a good way to secure a position as teacher is to register in the ALBANY TEACHERS' AGENCY? If not, send for circulars and learn what it can do for you.
HARLAN P. FRENCH, 24 State St., Albany, N. Y.

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MISS MARY ELLASON COTTING (for the past seven years a training teacher in Public Schools of Kindergarten and Primary Methods) will form

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SPECIAL EVENING and SATURDAY CLASSES for PRIMARY TEACHERS will open October 11th. This course will lead the Primary Teacher to an understanding of Froebel's methods and their relationship and adaptation to all school work.
For circulars address Miss Cotting, at *Waltham, Mass.*, till December 1st.

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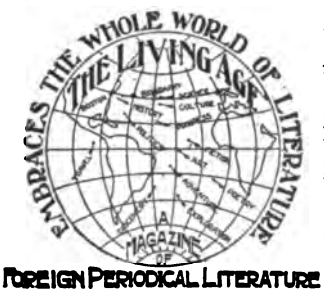
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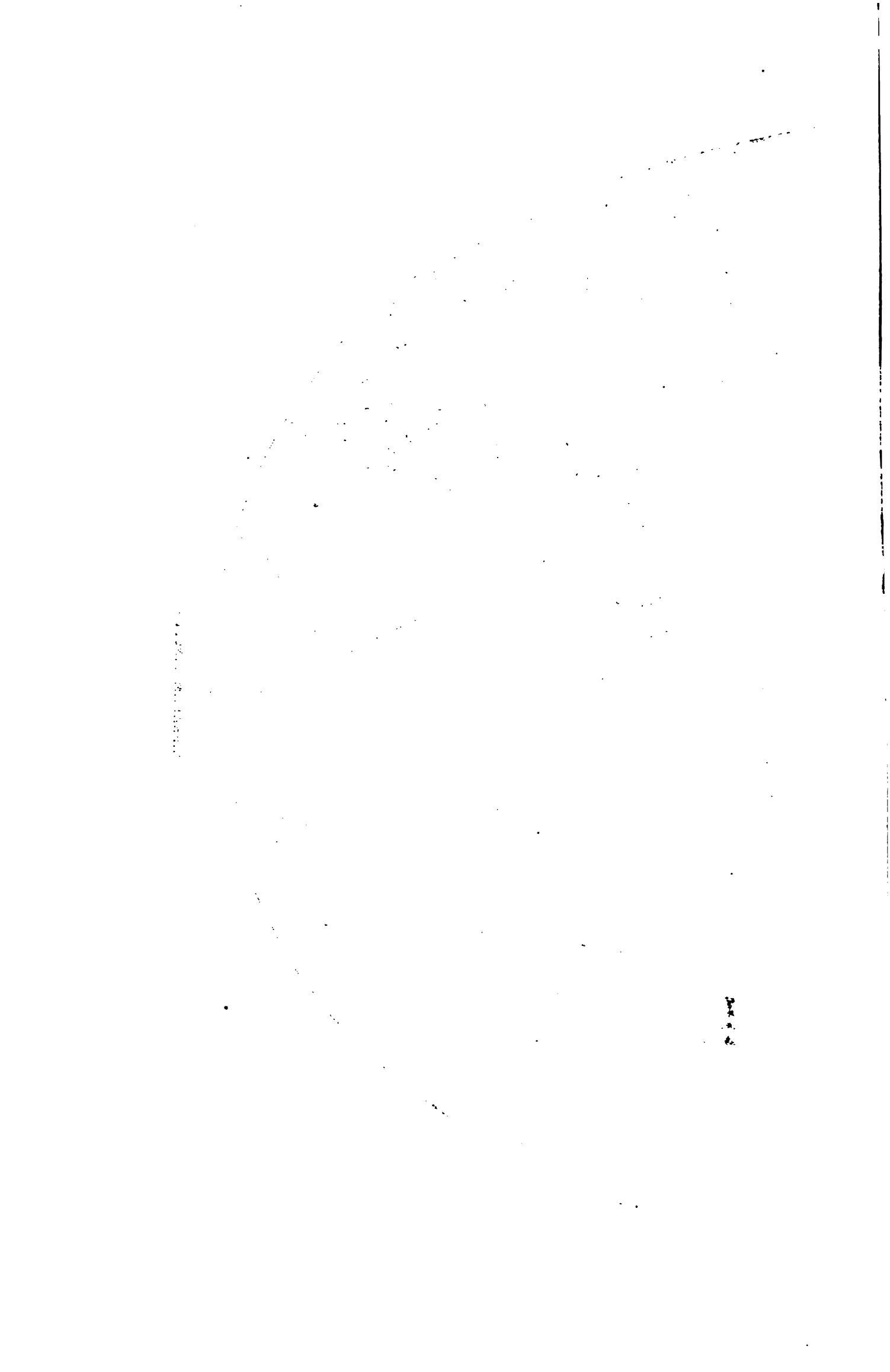
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By ARTHUR C. BOYDEN, the most successful of writers upon Nature work in school from the standpoint of science. This is a new series, and will continue through the year.

Geography by Grades,

By MARY R. DAVIS, whose work has been tested by five years' application in three city training schools, and is now to be published for the first time.



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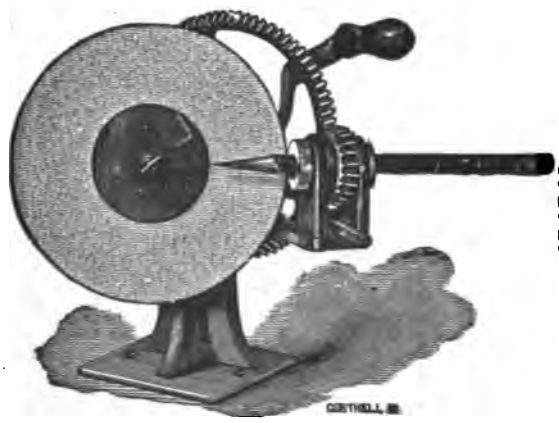
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 5. JANUARY, 1898. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

Happy New Year!

February will be "Patriotic month."

Good resolutions are to be kept as well as made.

Geography is to be one of the most emphasized topics of 1898.

Nature Study will be the great primary school theme in the spring months.

The National Educational Association will meet in Washington, July 7-12, 1898.

Froebel and Pestalozzi are especially the "great educators" of the primary school.

Several new and delightful writers for primary teachers will write for these pages in 1898.

Memorizing good poetry and prose in the winter months is one of the best phases of primary school work.

F. F. Murdock of the North Adams, Mass., normal school is to do some specially good work for these pages this year.

The American Primary Teacher was much better in 1897 than ever before, but it will be very much better yet in 1898.

Mary L. Burt has made the most elaborate and beautiful chart for the primary school which has yet been issued (Ginn & Co., Boston).

The Arnold-Gilbert "Stepping Stones to Literature" series has reached the fifth volume, three volumes appearing the past month.

The first satisfactory "Bibliography of Education" published in America is by Will S. Monroe of Westfield, Mass., in Appleton's International Education series.

Add to your regular flag-raising days the day that your state was admitted to the Union, the day your village became a town, and the day your town became a city.

I prophesy that the rural schools will make larger relative gains in usefulness and in reward to faithful teachers in 1898 than any other department of education.

Greater New York will mean better salaries for many grade teachers. On that basis there should be a Greater Boston, Philadelphia, Chicago, and many another city east and west.

I hope that every reader of the American Primary Teacher will have so successful a professional year that there will be some promotion in position and much promotion in usefulness during 1898.

This month the exercise and articles are mostly for use in February. Hereafter the work will be given a month in advance. This is done at the request of many teachers, who wish more time for teaching the exercises to little children.

There can be no question but that the teachers' institutes have been of a higher average grade in usefulness and interest in the months from August to December in 1897 than ever before. There has been greater earnestness, more inspiration, and more cheerfulness.

Florence Holbrook has an admirable book beautifully illustrated, adapted to third and fourth grades, "Round the Year in Myth and Song," published by American Book Company. The Werner School Book Company have a wonderfully charming book, "The First Year Nature Reader."

The Department of Superintendence of the N. E. A. is usually the best educational gathering of the year. This year it will meet at Chattanooga, February 22-24, with Dr. N. C. Schaeffer as president. He will have a grand programme, and the rates will be lower than ever before at a meeting of this department.

The salaries of primary teachers were increased slightly in many places in 1897, and I have heard of none in which they were reduced. There is a probability that there will be some increase in several cities in 1898. Everywhere the topic is the inadequacy of the pay of primary teachers. The increase will not come from complaining or from scolding, but is sure to come as an act of justice.

The Chicago schools are to be "probed." This will not affect the teachers, certainly not the grade teachers. It is to be hoped that it will be a sensible examination of the administration, with no spirit of revenge and no disposition to bolster up one interest at the expense of another. Such an investigation anywhere could but benefit the primary teachers. They are hard workers and successful in getting results.

The Declaration of Independence was first publicly read July 8, 1776, in the state house yard in Philadelphia, on a platform erected for the purpose of studying the transit of Venus. It is interesting that this platform, that was erected for the purpose of noting the passage of the most brilliant of the planets across the face of the sun, should have been used for making public the most brilliant state paper of modern times.

A valid criticism has been made of the "time feature" in assigning lesson in arithmetic, that some

children get lazy under it. Some pupils will undoubtedly "loaf" under "time assignments," as some will under any plan. The only thought in "time assignments" is to adapt it to the good of those to whom it is a relief from the injustice of "amount assignments." No plan is perfect. The only approach thereto must be in a combination of plans adapting each to those for whom it is best. "Time assignment" is the best for a large portion of the class.

One of the most valuable primary school books of the month is Mrs. L. L. Wilson's "Nature Study in Elementary Schools" (The Macmillan Company, New York). Mrs. Wilson is at the head of the nature work in the normal school of Philadephia, and she has made a most useful and attractive book. Another delightful book is "Four True Stories of Life and Adventure" by Jessie R. Smith of Santa Rosa, Cal. (William Beverley Harison, New York), a book made from the vocabularies of little children. The idea is wonderfully good, and its working out is thoroughly well done.

Mr. Winship, editor of the Teacher, has arranged for the trip to Chattanooga, February 22-24. The cost of the trip, including all expenses and board in Chattanooga, will probably be less than $60,—the most for the money ever offered the Department of Superintendence.

Every school should own a picture of Abraham Lincoln. We present his portrait as our Supplement for this month.

NEW YEAR RESOLUTIONS.

BY NELLIE ALLEN,
Principal, Training School, Fitchburg, Mass.

DO'S AND DONT'S TO REMEMBER DURING THE YEAR.

DO get to your room in the morning in time to get everything in readiness for the day.

Do speak to each scholar as he arrives as if you were glad to see him.

Do let the first fifteen minutes in the morning set the keynote for the whole day.

Do study your strong and weak points. Emphasize the former, struggle against the latter.

Do remember that every moment you are in the schoolroom you are influencing your pupils for better or worse.

Do smile. Stern things can be said with a smile without rousing angry feelings in the pupil.

Do study each pupil's individuality, and avoid antagonizing anyone.

Do control yourself if you expect to control your pupils.

Do have your desks, boards, window-sills, etc., immaculate in their neatness.

Do make your writing on the blackboards a model for the children.

Do assign work so clearly that half a dozen hands will not be raised for further directions.

Do keep your register so you would not be ashamed for any one to see it, at any time.

Do plan your work far enough ahead to teach systematically.

Do teach current events by having a daily news period.

Do foster an interest in and begin elementary physical and mathematical geography by keeping a weather and sun record.

Do teach your pupils neatness by having them careful to keep their seats clean and their desks in order.

Do create a love for beautiful thoughts by teaching gems of literature.

Do arouse the "excuse me" feeling in your pupils.

Do read some professional books each month.

Do read some broad educational paper.

Do your work so faithfully that company will not embarrass you at any time.

Do teach so that you can tell at any time what you are going to do, how you are going to do it, and why you are going to do it.

Do think of your responsibility towards the souls under your care for forty weeks of this year.

Don't complain of your hard work. A teacher's life is one of the happiest on earth.

Don't spend every moment of the evening over the next day's programme, so that you have no time for self-development.

Don't threaten.

Don't harden children's feelings by public reproofs. A private word or note will have much more effect.

Don't ask all your questions of the smart boy. He will get along without a teacher. Help the dull ones who need it.

Don't respect yourself so little that you allow your pupils to show you disrespect by "answering back" or speaking impolitely.

Don't make a practice of keeping scholars after school. It tires you and does very little good.

Don't let pupils slouch in their seats or drag themselves to a standing position by the aid of their desks.

Don't do all the talking yourself. Let the children have a chance.

Don't repeat directions if clearly and fully given.

Don't neglect to call upon every child to recite. Let each one feel that a part of each recitation is his.

Don't feel angry at criticism. It will help you if you will let it.

Don't be afraid to praise your children. It does them good.

Don't talk shop. It is narrowing, uninteresting, and sometimes dangerous.

Don't forget to call upon and make friends of the parents whenever possible.

Don't have "schoolmarm" written in your manner and stamped on your face. Have some outside interest in which you forget school.

Don't think you are in the schoolroom to teach arithmetic and grammar. You are there to help make true noble men and women.

Stencils of Lincoln may be obtained of the New England Publishing Company, 3 Somerset street, Boston. Price, 5 cents.

Literature.

BAYARD TAYLOR.

BY ELLA M. POWERS.

Born January 11, 1825. Died December 19, 1878.

DID you ever play that you were traveling about from one great place to another? This was the favorite game of a little boy named Bayard Taylor.

He would read about some beautiful country far away, then he would trudge off a long distance, climb some hill or follow a brook, and imagine he was traveling under the scorching sun of the tropics, or was braving the frigid cold of the polar regions.

Bayard Taylor was born at Kennett Square, Penn., on January 11, 1825. This was the year the first railroad was completed, so he always knew the railroad and himself were the same age.

This boy was very fond of reading. By the time he was twelve years old he had read nearly all the books in the little village library.



Bayard Taylor

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This boy did not like the hard, rough work on the farm. He was very fond of drawing. His mother was glad he liked to draw. She praised his little sketches, and encouraged him to draw more. In those days, drawing was not taught in the public schools as it is now.

One of his teachers was a good Quaker gentleman, who loved nature. What delightful walks this teacher and Bayard Taylor took together over the fields! From this teacher the boy learned the names of many trees, the homes of strange plants, and the notes of the song birds.

He had another teacher. Her name was Ruth Chambers. In a little log schoolhouse she taught her pupils beautiful poems. She would ask her pupils to commit to memory some of the thoughts written by great men.

Bayard Taylor wrote many of these in his copy book. He said he was a better man for writing and learning such beautiful lines.

After he was twelve years old he took great delight in writing a little story or an essay.

Once he read a book called "Pencilings by the Way." This was written by a great traveler and writer, N. P. Willis.

Young Taylor resolved, if possible, to become as great a traveler and as good a writer as Willis. He would talk about England, France, and Germany as if he were certain of going there.

His dreams were more than realized; for, when he was nineteen, he started to go through some of the European countries on foot. A boy cousin and a neighbor started with him. Taylor thought that he might earn money by writing letters from Europe for the newspapers at home. He asked several editors if they would buy his letters, but no one wished for them. He at last went to Horace Greeley, who was the editor of the New York Tribune. He promised to pay Taylor fifty dollars for twelve letters. So with only about one hundred and fifty dollars the young man sailed for Europe. What a long voyage it was! It was one month before they landed at Liverpool. Now one can go in less than a week.

What a two years' tramp his was! Often he was hungry and tired, and at one time he had but a shilling in his pocket.

He was not disheartened. He remembered how Willis traveled from one famous city to another earning only ten dollars each week, so like Willis he traveled on and wrote his long letters to his home country.

Afterward these letters were published in a book. This book of travel was called "Views Afoot."

Many people said it was the best book on travel they had ever read.

When he reached home he found he had become known all over the country. The letters he had written had been published, copied, and read by many people.

After reaching home he obtained regular work on the New York Tribune.

About this time gold was discovered in California. Men were leaving their homes for the gold country.

They traveled over plain, around Cape Horn, and across the Isthmus of Panama. They journeyed through forests, forded rivers, waded through swamps, and climbed hills to reach the great riches.

Bayard Taylor now went to California to write about these people, their experiences, their successes, and their failures.

His letters were collected and made into another book called "El Dorado."

Again he went to Europe, not as a stranger now, but as a successful author.

His descriptions of India, the people, the cities, their fantastic buildings, their queer ceremonies, were the best the people had ever read.

When he again reached home his writings had made him famous. After coming home and lecturing throughout the country, he once more started off for the ice-bound regions of the North. The people were delighted to read about the reindeer, the Lapps and Finns, the sunless days, and the intense cold of the far North.

No one had ever written such delightful descriptions of winter scenery, long sleigh rides on the ice where the road was marked out by little fir trees, and such stories about the people and places. It was all very new and interesting for the boys and girls to read about, for he could tell many stories. "By-ways of Europe" was published, and many other stories.

After many tours, he came to America and built a beautiful country home near his old home in Pennsylvania. It was like a little castle, with a tower, and was built high on a ridge. Here, everybody was welcome.

These days were very happy ones.

The Christmas holidays and festivities here were as merry as those he had witnessed in Europe.

In 1876 he delivered the National Ode at the Centennial.

In 1878 he sailed for Berlin as minister to Germany, but died soon after his arrival, on December 19, 1878.

A WINTER PICTURE.

The forests were indescribable in their silence, whiteness, and wonderful variety of snowy adornment. The weeping birches leaned over the road, and formed white fringed arches; the firs wore mantles of ermine, and ruffs and tippets of the softest swansdown. Snow, wind, and frost had worked the most marvelous transformations in the forms of the forest.

Here were kneeling nuns, with their arms hanging listlessly by their sides, and the white cowls falling over their faces; there lay a warrior's helmet; lace curtains, torn and ragged, hung from the points of little Gothic spires; caverns, lined with sparry incrustations, silver palm-leaves, doors, loop-holes, arches, and arcades were thrown together in a fantastic confusion. . . . It was an enchanted land, where you hardly dared to breathe, lest a breath might break the spell.—From "Northern Travel," Bayard Taylor.

WILL YOU HELP?

Will the teachers help me to collect evidence as to what stories the children like best? I would like the opinions of children of all grades, from the lowest to the highest. Will you put this question to the children without comment, being sure that they get no bias from you? Then will you send the results to me at the Cook county normal school, Chicago, Ill. Mara L. Pratt.

TO THE CHILDREN.

1. If you were going to make a reading book for your grade, what short story would you like best of all to have in that book? Tell me what the story is about and where I can find it.

2. Name one poem you would like to have in the book, or write a few lines of it.

THE CHILDREN BY THE POLAR SEA.

BY KATHRYN LIVINGSTON.

ENCOURAGE the pupils to bring pictures of the cold, northern lands. Tell them of the short time of sunlight, the vast expanse of ice, the bleak winds and desolation of the far north.

The Children's Homes.—In what kind of houses do the Eskimos live? Are they of wood, brick, stone? Why not? Lead up to the thought of "no trees" or **"all ice," therefore the houses are of ice and snow.**

These ice blocks are thick and are fitted close together, so the house may be firm and solid.

A little round window is sometimes in the top of the house. This is of clear ice.

With what are the floors of our houses covered? Sometimes the Eskimos have fur skins on the floor of their houses.

The door is a low opening; so low that they are obliged to get on their knees and crawl into the house. A long, low circular bed made of ice blocks and covered with skins is next to the wall inside; sometimes they use this to sit upon also.

Just imagine a settlement of these little ice houses!

The Children's Dresses.—Lead the pupils to think that these children cannot dress in wool and that fur is worn.

From what animals does the fur come? The seal, walrus, and bear. How are the furs made into clothes? What holds the skins together, since they have no thread?

Some of these Eskimo mammas take the dried sinews of reindeer, and for a needle they use the sharp wing of a bird. Is this not a queer needle and thread? The girls often help make coats, boots, and hoods for their little brothers and sisters.

The boys and girls look just alike in their fur coats and hoods, and all look like little fat bears.

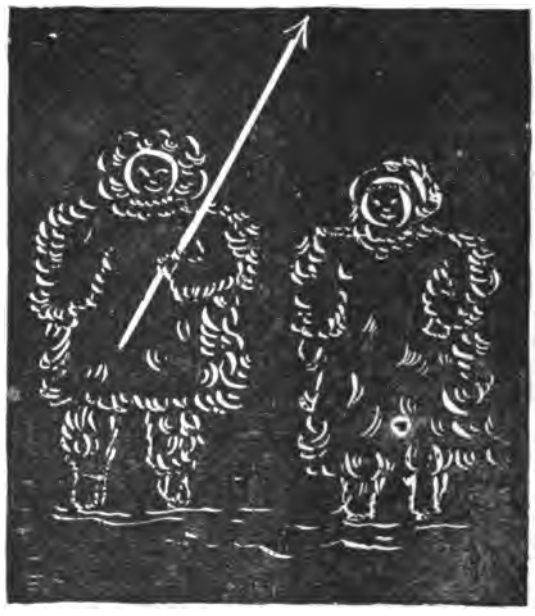


FIG. 1.

An Eskimo Baby.—An Eskimo baby is put into a bag made of warm skins and fur, and is carried about on his mother's back.

The baby's playthings are very queer. Sometimes he is given a bone, or a little ball of moss or fur, to play with. As soon as he is able to sit alone, he is placed on the floor and tumbles and rolls about among the furs. He must look out for himself now.

The Eskimo's Food.—Do not tell the pupils what the Eskimos eat, but by judicious questions lead them to reason that it cannot be fruit, vegetables, or dainties. When the daylight comes and the ice breaks up a little, then the Eskimo men go off and hunt for fresh food.

Perhaps they will bring home a walrus, a seal, or a bird. Then they all have a feast. The Eskimo boys search for duck's eggs in their season. The children like these; they are also very fond of the inside of many bones of animals. The marrow from the long bone of the reindeer is especially prized by them.

Once a traveler gave a little Eskimo girl a cake of soap. She did not know for what purpose it is used, so she began to eat it, and thought it was very good candy.

The Children's Games.—The girls play dolls just as all girls will. Their dolls are made of skins, feathers, and furs, and they are dressed just as the little girls dress.

Sometimes a bone is taken, covered with moss, dressed in skins or fur, and this, to the Eskimo girl, is a very nice doll.

The girls and boys are fond of coasting.

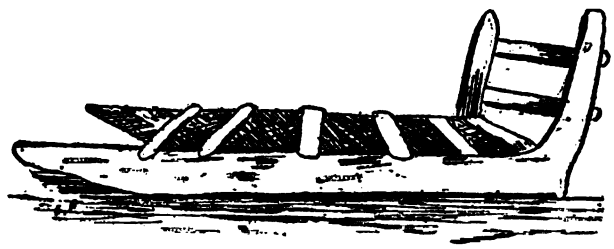


FIG. 2.

One favorite game is that of rolling down a hill. The one who rolls farther than the others is much admired by his playmates.

The boys often make little canoes of skins, but they do not venture far. They play ball, and they can throw very high and skillfully. They also play with bows and arrows.

One game is to shoot over a long row of antlers that are placed in the snow.

Occupations.—The boys help their fathers hunt and fish; they make sleds, help make the "igloo," or ice house, and they usually feed the dogs. The boys also help in training the dogs. Each dog is named.

The boy who can drive eight or ten dogs is very proud of his skill.

The harness is usually made of long strips of reindeer skin.

The girls help their mothers prepare the food. They also help to make clothing for the family.

Sometimes when driftwood comes to the coast near by the girls will take a sled, one or two pet dogs, and gather up the driftwood.

The children are usually healthy, good-natured, and seldom quarrel.



FIG. 3.

SUBJECTS FOR COMPOSITIONS.

Tell what you can of an Eskimo's home, clothing, food, occupations, and games.

Draw a picture of an Eskimo boy, a dog, a hut.

Model the ice "igloo," or hut, in clay.

Compare the life of an Eskimo child with your own life.

Spelling for January.

Franklin	Benjamin
New	Year
sleigh	toboggan
Robert	Burns
mittens	hood
Scotland	bonny
furnace	shovel
resolutions	good
promises	chick-a-dee.

Primary Language—(II.)

BY L. F. A.

The table is made of ——.
My mother has a —— thimble.
Bottles are made of ——.
The milk is in a —— pan.
The pears are on a —— plate.
A cent is made of ——.
My father has a —— watch.
The windows are made of ——.
Needles are made of ——.
My pencil is made of —— and ——.
My cousin has a —— chain.
Horseshoes are made of ——.
My teacher has a —— bell.
The potatoes were boiled in an ——kettle.
The schoolhouse steps are made of ——.
The knife blade is made of ——.
Marbles are made of ——.
I have a ——vase.

Washington's Birthday Stencils can be obtained of the New England Publishing Company, 3 Somerset street. (Sold only in sets, twenty-five cents.) Portrait of Washington, Washington on Horse, Washington's Tomb, and Washington's Monument.

St. Valentine's Day.

1. What day is St. Valentine's day?
2. What do children do on Valentine's day?
3. Did you ever make a valentine?
4. How did you make a valentine?
5. What pictures did you put on it?
6. How did you make it beautiful?
7. To whom did you give it?
8. Did you hand it to him (or her)?
9. Why not?
10. Did you mail it, if it was to some one near your home?
11. Did you leave it at the door?
12. Did you ring the bell and run away?
13. Why?
14. Was it in the day time or early evening?
15. Why?
16. Why is it called Valentine's day?

There are many traditions about the day. Look up any you can find about it in the dictionary, encyclopaedia, or story books. The common tradition is that a man by the name of Valentine lived a great many years ago. He was a very good man and did good things for people. He did his good deeds so that people would not know who did it. When he died they called him Saint Valentine. The people chose February 14 as the day to celebrate in his name. Children give pretty things to those they love, and they give them in such a way that their friends are not sure from whom the gift comes.

January Calendar.

A happy New Year to all.

Does the sap in the trees freeze?

How are the little buds, that formed last summer, protected from the cold?

Can you tell by looking at the clouds whether we are going to have snow or rain?

Are the snowflakes larger in a severe storm or a mild one?

To what depth is the ground frozen?

What effect does the frost have upon stones and cliffs?

Do more plants die of the cold winters when the snow fall is heavy or when it is light?

What animals feed on the buds of young trees?

Do you know another name for the chickadee?

Some people tell us that these little birds eat the buds of fruit trees. Can you tell when this is true? (There is authority for the statement that the chickadee eats only such buds as contain grubs and eggs.)

How many animals can you name that sleep days and prowl about for food during the night?

Why is the snow less deep on the river than on the meadows on either side?

How is "snow-ice" formed?

How does it differ from other ice?

Have you found any cocoons this month?

How is a toboggan made?

In what country near us are snow-shoes used very frequently? Why should this happen?

Did you ever hear of a bird's wearing snow-shoes? Mr. Gibson (in "Sharp Eyes") tells us that the partridge does. See how much you can find out about it.

What birds have you seen about your home this month?

What plants can you see through the ice crust?

How have they been affected by the cold?

What is the fox's favorite food?

Can you find some of this year's pitch pine cones lying tightly rolled up under the snow? Carry some of them home, and put them on the mantel in a warm room. You will be amused with their pranks later.

What are the air-holes in the ice on the river? How are they formed?

What are snow fleas? When are they first seen? (After the first thaw.)

Do you know who has called the weeds the "winter storehouse of the birds"?

We Like the Winter and Its Snows.

FOR springtime cannot always stay,
And songbirds do not always sing;
The summer passes swift away,—
And autumn tree-leaves weakly cling.
So while we sit here listening
To every fitful wind that blows,
And see the white land glistening,
We like the winter and its snows.

—James B. Bensel.

Chic-a-dees.

BY HELEN DEANE.



The little bird sang "chick-a-dee,"
And swung upon an old dead tree,
These words they sung so loud and clear,
I wish for you a glad New Year.

In storm and wind, in rain and blast,
These birds thank God for scant repast,
And sing thro' bleak and cheerless days
Their songs of love and joy and praise.

And so they sang their "chick-a-dee,"
And swung upon an old dead tree,
These words they sung so loud and clear,
I wish for you a glad New Year.

There are few better things than a hearty laugh for a school.

LINCOLN DAY.

THE MAUL AND WEDGE.

BY JULIA BROWN-STRODE.

"I ALWAYS said I never would show partiality," said Miss Wyne, with a characteristic toss of her small brown head. "If we can't show equal honor to Lincoln, I simply will not celebrate Washington's birthday. I told the superintendent so this morning."

"Of course we expect to celebrate Lincoln's birthday," returned little Miss Marks, who taught second primary just across the hall from her friend Miss Wyne, whom she had dropped in that evening to see. "We shall do the usual decorative work, you



know, and I have already selected a number of appropriate recitations as a part of the afternoon exercises."

"Oh, I know, but I mean in those dear little ways that are so suggestive, and which children so delight in, and grown people, too, for that matter. Oh, why didn't Lincoln cut a cherry tree!"

"The children always do enjoy those cunning little hatchet badges, don't they? Everyone wore them last year, even business men. Wasn't it funny?"

"Why can't we think of something like that for Lincoln's birthday," said Miss Wyne, with her head on one side like a meditative sparrow.

"Would not a maul and wedge serve your purpose?" asked Mrs. Wyne from the opposite side of the study table. "It would be very suggestive of our blessed 'rail-splitting president.'"

"The very thing, little mother!" exclaimed the daughter, drawing pencil and tablet toward her at once.

The idea materialized very rapidly, and the next day when the superintendent made his daily visit to Miss Wyne's room he was shown a small box quite full of miniature mauls and wedges, cut from bristol board and artistically fastened together with narrow ribbons representing the national colors. "I mean to surprise my little ones with these badges on Lincoln's memorial day," she said.

The superintendent thought the idea excellent. "I should be glad, with your permission, to suggest the idea to the teachers in the other departments," he said.

And as a result of "little mother's" happy thought all the children in that thriving city wore imitation mauls and wedges on Lincoln's birthday. And in the minds of the multitude there was awakened many tender and helpful thoughts of that grand and simple life, which even the flaunting of flags might have failed to call forth.

A LINCOLN PROGRAMME.

BY HELEN DEANE

FOR PRIMARY GRADES.

ON the day appointed for our programme the morning talk was a short review of Lincoln's life, a few facts about how he lived and what he did when a child, leading up to the fact that the country wanted Lincoln for their president, and why.

At the kindergarten table the little ones had built Lincoln's early home. Other little ones had sewed in outline the pictures of the log house; there were also hoes, shovels, axes, and flags among their cards.

Then there was a set of drawing cards quite elaborately executed by others. Some of the little ones had made pretty foldings from red, white, and blue papers, and these were now used to frame Lincoln's picture. Other children had brought in pictures of Lincoln or his homes, little clippings from newspapers that told us some story about Lincoln, or they were ready to tell some story about Lincoln that "Papa had told them" or "Mamma had read."

Little souvenirs were made of a small picture of Lincoln with a flag in colors, pasted on cardboard, with February 12, 1809, written below.

EXERCISE FOR THREE PUPILS.

First Pupil (carrying an armful of books, "Robinson Crusoe," "Pilgrim's Progress," "Life of Washington," Bible, "History of United States").—

The books were few that Lincoln had,
He read the Bible, histories, too,
"The Life of Washington" charmed the lad,
And "Pilgrim's Progress" he read through.

Second Pupil (with small shovel, axe, and hoe).—

Our Lincoln worked from morn till night,
He swung the axe and tilled the land,
Each duty met with will and might,
Each deed was brave and true and grand.

Third Pupil (carrying sword and flag).—

In war, in peace, throughout each day
He planned for every state,
And safely, through a dangerous way,
Brought Union, Freedom great.

All.—

With joy and truth we celebrate
His birthday every year,
Long live our Lincoln true and great,
For him give hearty cheer.

STORIES ABOUT LINCOLN'S BOYHOOD.

[These may be given in turn by the pupils, who may read or recite them, as the teacher may decide.]

I. The little log cabin in Kentucky in which Lincoln was born had but one room. There was but one door, and no windows. The earth was the floor, and a bear skin was hung up at the door to keep out the wind, cold, rain, and snow.

II. The Lincolns were very poor. They had little fur-

niture. A rude table, two or three stools, and a rough bed was almost all they had.

III. Abraham's mother once made him a suit of bear skin, a little bear-skin cap and bear-skin moccasins.

IV. Lincoln went to school in a little log schoolhouse. He studied hard, and was soon at the head of his class. They had few books, and no slates.

V. Lincoln used to study at home in the evenings. He would tie together spice wood bushes, and burn these for a light. He would make his figures, and write on the back of the fire shovel. He used a charred stick for a pencil.

VI. Lincoln had no money with which to buy books he longed to study. Once he walked twelve miles to borrow a grammar. Again, he borrowed an arithmetic. He took some old sheets of blank paper, cut them out, and sewed them together with a string so they would open like a book. Then he copied all the parts of that arithmetic that he wanted to know and thought he would need. Again, some one loaned him "Æsop's Fables." He read this over so many times that he could repeat it.

VII. Lincoln was called the best story teller, the best reader, and the best penman in the neighborhood. Once he wrote:—

"Good boys who to their books apply
Will all be great men by and by."

VIII. Sometimes when Lincoln was ploughing, he would stop to rest his horse. He would them climb to the top rail of a fence, or throw himself down on the ground, pull out a book from his pocket, and read. When he had no book, he would make figures and words on the old bars. The pencil would be a bit of stone or clay.

IX. Lincoln was very kind to all birds and animals. Whenever he rode through the forests in the spring days, he would dismount and put back any young birds that had fallen from their nests. Once he shot a wild turkey. He felt very sorry about it. He sat down and cried. He said it is cruel to hurt animals. After this he would not kill one unless it was needed for food.

X. Because this boy loved to study and read, because he was brave, true, and good, and because he would not see wrong done, he was called to be the president of his country.

RECITATION.

[For a boy.]

Our Lincoln, when he was a boy,
 Was very tall and slim.
You see I'm just a little tall;
 I wonder if I look like him.

Our Lincoln, when he was a boy,
 Was very brave and very true.
To-day I'm just a little brave;
 In this I'm like our Lincoln, too.

Our Lincoln, when he was a man,
 Was loved and honored everywhere.
I'll be the man that Lincoln was;
 To do this I must now prepare.

CROWNING LINCOLN.

[An Exercise for Four Pupils.]

Lincoln's picture may be placed upon an easel. The first three who speak may lay a bit of evergreen at the bottom of the picture—where it rests upon the easel. The last one who speaks may slip a laurel wreath down over one of the uprights of the easel.

1. To-day I bring this laurel fair,
 For him our hero grand.
For Lincoln's name is dear to all
 Throughout this whole broad land.

2. My evergreen I bring for him.
 His heart was true and brave;
In all his work, in all his deeds,
 The best he always gave.

3. Our country, strong and grand to-day,
 He joined in love and might.
His praise we sing, his name we love;
 His life was pure and right.

4. And so this crown of evergreen
 Is for our hero great.
He saved our country, Freedom gave;
 O, praise him, every State!

ABRAHAM LINCOLN.

[A Reading Lesson for Lincoln Day.]



BRAHAM LINCOLN was born on a lonely little farm in Kentucky.

His father and mother were poor people.

His father's name was Thomas. His mother's name was Nancy.

They lived in a log cabin, and had very little furniture,—a rude table, a few stools.

They used big bags of dried leaves for beds.

Abraham's mother made their clothes and knit their stockings.

When he was a man he often told how fond he was of a little suit of bear skin that his mother made for him.

Abraham's mother taught him how to read.

There were only a very few books in the cabin, and Abraham knew almost every word in these.

He had a little sister.

They had fine times playing together. They delighted in playing church.

Abraham was always the preacher, and the little sister would play listener.

When "Abe," as the family called him, was about five years old he went to school.

It was a queer school. Some of the pupils were men and women.

The only book the teacher had was a spelling book.

Abe was a good scholar.

He was almost always at the head of his class.

He was a favorite with all the pupils, because he was so honest.

When Abe was seven years old his father went to Indiana.

While Mr. Lincoln was gone, Abe took good care of his mother and sister.

He cut the wood, and shot game for their food.

Abe never shot an animal unless the family needed it for food.

At last Mr. Lincoln came back and moved the family to a new home in Indiana.

Some one of the neighbors gave Abe a copy of Aesop's fables, and he learned the stories by heart.

He also had an arithmetic. He did the examples on a board with a piece of charcoal for a pencil.

He loved books so dearly that he often walked many miles to borrow them.

Mrs. Lincoln died before they had been long in the new home.

Abe loved his mother, and he used to sit by her grave in the lonely forest.

This was his first real sorrow. When he was a man he said to a friend, "God bless my mother; all I am or ever hope to be I owe to her."

When Abe was about twenty, they moved to Illinois.



ABRAHAM LINCOLN.

[Through the courtesy of A. W. Elson & Co., Boston, we are allowed to use the portrait of Abraham Lincoln.]

When twenty-three he served as captain in the Black Hawk war.

Soon after, he commenced the study of law.

When he began to practice law he had the confidence of every one who knew him.

In 1860 he became president of the United States.

We have never had a better president than Abraham Lincoln.

All Americans love him and respect his memory.

Mr. Lincoln and the Little Girl.

BY ELLEN STRONG BARTLETT.

In one of those strange medleys of people which could be seen at presidents' receptions during the war a little, plainly-dressed girl drifted alone, from one room to another of the White house, until she came to that in which Mr. Lincoln stood, busily engaged in talking to various important visitors, and in that most trying of presidential and patriotic duties, shaking hands with everyone.

Arm, throat, head, and heart must have ached, but when his eye rested on the little waif, so unthinkingly using her right as one of the sovereign people, his inscrutable face brightened, his gaunt form bent down in front of his visitor, so aimlessly gliding by, while in soft and pleading tones he said: "Little girl, little girl, aren't you going to shake hands with me?"

Whether that morsel of humanity appreciated the honor or not, I do not know. I don't believe that the martyr president's act was for political capital and popular admiration.

I think that his impulse led him to hail the chance of dropping for a moment the weary puzzles of "On to Richmond" and Draft Riots, in order to touch nature once more in the shape of the careless vagueness of childhood.

THE READING CLASS.

BY FREDERICK BURK.

FIFTY years ago the only tool used by the teacher in teaching reading was the school lesson book. Since that time the problem, both in means and purpose, has greatly broadened. The modern teacher has several ends in view and finds use for a variety of tools. In the first preliminary steps of teaching technique, the process is probably a a more or less mechanical one, and the teacher still finds use for the reading-book. But once this initiation is accomplished, she finds herself in need of a variety of different books. She wants stories of intrinsic interest to children, which may be either read or related, for the purpose of introducing the children to literature, myth, history, and science. When the child has reached his fifth school year, and generally not until then, under present rates of progress, he is able to read such stories for himself. To meet this need, the market now offers a liberal assortment of serviceable books. But between the first-year period and this later period, there exists at present a gap, both in the child's ability to read and in the market supply of books which he can read. The child, during these years, is hungering for stories, especially for "true" stories, and some mothers and teachers try to meet the demand by reading and telling. This is well and good, but it is clear that if this inborn craving could be met by books, framed in language of such limited vocabulary and construction that the child in the second and third years of school could understand, and of such intrinsic interest that his attention would constantly be invited to the story rather than to the form of print, a valuable tool would be offered. Rapidity in learning to read depends upon the quantity of material read and upon the quickness with which the child's attention shall be drawn to the substance by which the process is made more or less an unconscious one.

Miss Jessie R. Smith of Santa Rosa, Cal., has prepared a book by the children for the children. Miss Smith's purpose has been that of a faithful chronicler of children's language, mode of expression, and the lines of their plot interest. In this purpose she has had the advantage of a natural sympathy and instinctive "rapport" with the child mind and impulses, that few persons possess. The method of the book's production has been as follows: she first related to her pupils, who were from seven to nine years of age, the story of the hero in the best form her instincts could dictate. Some days later, after the story, its form of presentation, and language have somewhat "settled" in the children's minds, she has called for reproductions, both oral and in written form, allowing the pupils also to illustrate their written work in any way they pleased. She has then made these reproductions the material for most careful study as to essential elements of plot, salient points of interest, and especially the words and forms of expression used by the children. By this means the story has been reconstructed. Portions over which the children love to linger are brought out to the fullest extent. Their words and forms of language, within the limit of grammatical usage, are followed scrupulously.—Adapted from Preface to Miss Smith's book.

Geography.

GEOGRAPHY BY GRADES.

BY MARY R. DAVIS,
Principal Training School, Haverhill, Mass.

GRADE II.

REQUIREMENTS AND METHOD.

REVIEW thoroughly, and continue the work of Grade I. [See September and October issues.]

(a) Place.

(b) Distance.—Special drill in drawing to a scale.

(c) Direction.—Points of compass; semi-cardinal points.

Note.—Point out and describe the direction of one object from another in schoolroom; of one room from another in school building; of one object from another in school yard; of objects and principal buildings in the city from school building; of other cities or towns from own city; of own city or town from other cities.

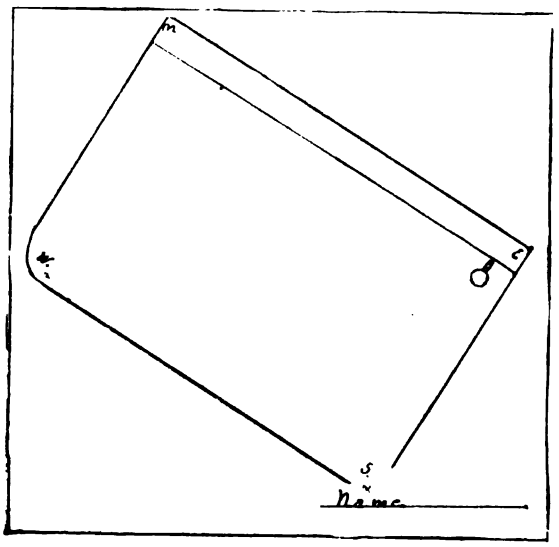


FIG. 1. DRAWING OF DESK TO A SCALE.

Point to all places mentioned in reading. Thus train children to think direction in relation to themselves.

Observe the shadows—their direction and length at different times of the day. Drive a stake in school yard, and mark the floor indicating the shortest shadow at noon early in the school year. Observe and lead the children to tell in what season the shadows are shortening; in what season they are lengthening, and to think why.

2. Representation. (a) Repeat to a scale all drawings in Grade I. (b) Place cardinal points on drawings. (Lay papers on floor to do so.) (c) Children now hold paper so that N. is at the top, S. at the bottom. Teacher should question as to what point is at the left, the right. Teacher places on blackboard while pupils place on larger sheets of paper according to illustration. Drawing to same convenient scale. (d) Schoolroom.

Teacher and pupils find dimensions of schoolroom, omitting fractions; teacher places dimensions on board, pupils on paper. Discuss and decide what scale to use on blackboard and on paper. Pupils direct the teacher to draw on blackboard.

Pupils then draw on paper from teacher's directions. Finish and clean up drawings. Draw to scale first, paying no attention to map reading. Teacher and pupils place cardinal points on drawings.

Pupils direct teacher how to make a map of schoolroom on blackboard, while she sketches a large one for drill in map-reading.

Pupils should cut out drawing and paste on a larger sheet of paper, according to points of compass; should draw margins one-half inch around map, and mark the scale in left-hand corner, name in right-hand corner, thus completing the map.

Drills. Teacher should have different pupils go to blackboard and place initial or cross on drawing of desk representing his own; he should tell the direction of other pupils' seats from his; of his seat from other seats or objects. Also drill on direction of different doors, windows, and objects from individual pupil's desk. Each child should mark his own desk in his drawing with initial or cross. (This first work in map-reading should be made interesting and thorough.)

(e) School yard with building. Teacher and pupils together take dimensions of school yard and building. The teacher places dimensions on blackboard. She gives directions and sketches on blackboard while pupils sketch on paper.

Make the outdoor exercise one of greater interest than merely taking measurements. Have different children walk to the north, south, east, and west sides of building of yard, etc. Think in which direction of building their room is located.

Note which side of yard is highest, longest, etc.; in what direction the land slopes, etc., etc.

Indoors. Teacher and pupils sketch according to scale, mark points of compass, cut out, place in maps. Mark the words "Our Schoolroom" in right locality. If there is time, pupils can color school yard green, walks brown, leaving ground plan of building white.

(The above lesson should be carefully prepared by teacher; she should previously decide just what dimensions are necessary, and how to take them in a systematic way; should decide just what special points she wishes to question about. Such points taken or made in a haphazard way lead to careless habits and inaccurate, slovenly work.)

Carefully prepared charts of schoolroom, school yard, and building are valuable for indoor drill after outdoor lesson. (Lay charts on floor according to points of compass as an aid in reading maps.)

Outdoor Study. For the study of all physical features teacher should take class out; nothing can

take the place of outdoor study,—observation under the direction of a good energetic teacher.

As a preparation, the teacher should decide what she wishes to teach; should select a place and visit it before taking the class; should decide what points she wishes to develop and how. She should not attempt to hold pupils to schoolroom discipline in an outdoor exercise; should allow some freedom, but should hold each pupil responsible for the lesson.

Hill. (Outdoor Study.) Study as a combination of slopes? How many?

(a) Develop idea of water parting. What becomes of the water which falls on top of hill? Why does it flow in different directions? What divides or parts it as it falls?

Trace as many small water partings as you can find. Describe. Walk on the line which parts the water as it falls. Point out larger water partings.

Definition. The highest line where slopes meet is a water parting.

(b) Kinds of Slopes. (1) Long, gradual. (2) Short, abrupt.

Effect of water falling on each. On which will the water flow swifter? On which will it flow more directly down? On which slope will the water carry more soil down with it? Which, then, will wear away the hill faster? Sketch, showing slopes and water parting. (Of course these sketches will be crude, but they will help the little ones to see and to represent truth as they see it.)

(c) External Parts of Hill. (1) Summit or top. (2) Base or foot. (3) Sides or slopes.

Require pupils to point out the north, south, east, and west sides of the hill; to note what plants or trees are found on each; to note what plants grow near or on the top; near or at the base. (Collect twigs from trees and shrubs.) Observe where boulders are found. Think what parts would have the driest soil. Why? Think on which side the snow would melt last; on which side the grass and flowers come out first in spring. Why? Name parts of hill on sketch.



FIG. 2.

(d) Schoolroom lesson to follow outdoor lesson.

Teacher models the hill observed in previous lesson. Children describe. (The sand table should be placed in schoolroom so the top is toward the north, and bottom toward the south.) Lead children to describe the slopes and to name all parts of the hill.

Children should direct teacher in placing twigs of trees found growing on hill; in placing large stones to represent boulders.

Thus review all facts taught or observed in the outdoor lesson.

Each pupil should sketch not only the hill they are studying, but other hills. Require rather large sketches. Print name of each part. (Water color adds interest to the lesson.)

It is a valuable exercise to require pupils to sketch hills on blackboard, coloring with crayon and naming parts.

Teacher should now cut down through the model; children should draw cross-cut section. (This gives idea of the solidity.)

Different pupils should mould hills at sand table; then describe; sketch. Lead them to describe the courses of water as it falls on the summit and finds its way to the base. Bring in pictures of many different hills for pupils to describe.

(e) Structure of Hills. (Observation.)

Teacher should take class to some fresh excavation or cut. Observe and describe two or more different formations.

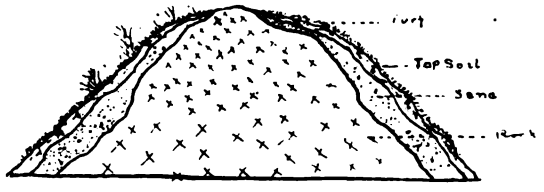


FIG. 3.

First—Rock foundations, layers of sand, top, soil, turf.

Second.—In layers, gravel, coarse sand, fine sand, loam.

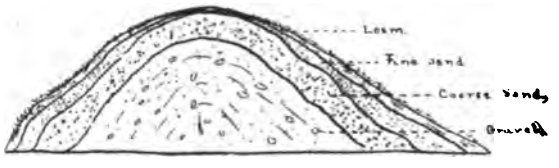


FIG. 4.

Third.—A hill composed of layers of clay, a clay bed.

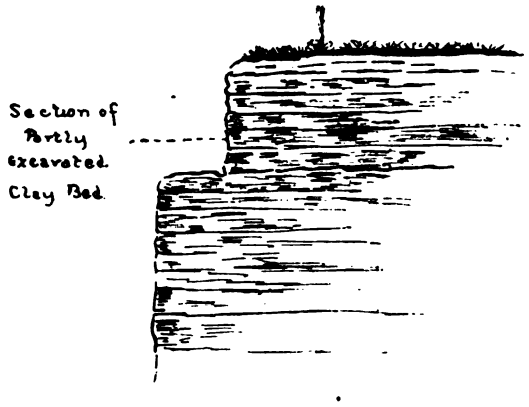


FIG. 5.

A Novel Spelling Idea.

One day each week allow each pupil to give out one word for the class to spell, the whole class to write the word. The pupil is to be held responsible for giving a word that they have had in connection with their spelling, geography, or language work; and the pupil who selects the word on which there are the most failures makes the greatest success.

READING EXERCISES.

DIFFERENT SORTS—ONE FOR EACH DAY IN THE WEEK.

BY EMILY H. RADCLIFFE,
Principal Training School, Waterbury, Conn.

SILENT Reading.—Children read silently, close books, and tell what is read, class supplementing until all essentials have been given. Refer to books, in case of disagreement as to facts. Teacher explains where misunderstanding occurs, also illustrates and shows objects to make the thought more vivid. Put on blackboard words that give trouble, have these pronounced and put in sentences, oral and written. It is optional as to whether teacher shall give words when asked, while pupils are silently reading. The more backward ones might be thus helped to prevent discouragement, or pupils may read silently and then illustrate, giving their ideas of what read. Class discussion can then be had on the sketches, to clear up misapprehension on any point, reference being made to the book, when necessary. For either of these exercises in silent reading, the teacher may take the reading matter found in the regular text-books of the grade.

Sight Reading.—Let the teacher question, bit by bit, the pupils answering in the very words of the text. In this kind of reading, the form should not present difficulties, as all words contained in the selection should be at the child's command. Use reading matter similar to that regularly assigned to the grade just below. All effort should be expended on prompt and intelligent appreciation of the thought.

Reading to Gain Supplementary Information.—Here the text may be more difficult than in the preceding instances. Being in connection with other work, much of the essential subject matter is thoroughly understood, while the words relating thereto are in the power of the child. The teacher should look over the selection beforehand, note the additional ideas brought in, and make a list of words with the form of which the child is not familiar. Have a talk before books are opened, giving opportunity for use of the words in the list. Place on blackboard as brought up. [Children might here open books in order to select and pronounce from the text these same words.] If there is anything difficult of comprehension in the new ideas, bring up points which will help the child to understand when he gets to the reading. Illustrate; show pictures and objects. If possible, give only enough to take difficulty out of the way, but not enough to take from the freshness of the piece, when it comes to the actual reading. If necessary, review by questioning concerning the foundation facts. The class should now be prepared to read intelligently and with little interruption by the teacher. In case a child fails to think while reading, the teacher may question, until she has him back again in the spirit of the piece. It is to be supposed that the child will be interested in the topic (taught in some other class exercise) to such an extent that his desire to gather additional information will lift him over the difficulties presented by the text as found in encyclopaedias, and books of reference generally.

Reading for Intensifying the Thought Gained in History or Science.—The reading matter for this exercise should not present anything new in either thought or form. Teacher should expend all effort in getting best possible expression for the thought by questioning in review, and bringing the truth into such warm and vivid relation with the child that he must give it appropriate and adequate oral expression. It is well in an exercise of this kind to have children read their own written reproductions of their daily oral lessons. If it can be managed, it is also a good plan to provide the class with typewritten or printed slips containing the best thoughts of the pupils as collected from their different papers, and put together in logical form by the teacher.

Reading as a Study of Literature.—Teacher and pupils with open book take up thought little by little. Children give expression to their ideas as to the thought, the teacher helping by questioning, suggesting, illustrating. The pupils should be led to notice the appropriateness of certain words, the teacher placing them on the blackboard and having them pronounced as they are discussed. Children bring up concrete cases from their own experience to illustrate, when practicable. Teacher should lead children to see beauty in certain passages. Figures and allusions should be explained, and, when possible, comparisons should be made with similar ideas and forms in other literature previously studied. Let some choice bits be memorized. When teacher thinks children feel the beauty of the selection, she may have them read. Discussions may be had as to the best method of expressing a given thought and why. No reading that is devoid of feeling and appreciation should be permitted.

Seat Work in February.

1. Model nuts:—

Chestnut	English walnuts	Peanuts
Filberts	Castanas	Almonds
Walnuts	Pecans	

2. Draw these nuts as far as practicable.
3. Sew these so far as they can be sewed.
4. Model—

Lima beans	Grains of corn	Ear of corn
White beans	Prunes	Cranberries
Dried peas	Olives	Apple

5. Model snowbird, chickadee.
6. Sew each of the birds modeled.
7. Draw each.
8. Make a valentine.
9. Draw a valentine.
10. Model a sled.
11. Draw a sled.
12. Draw a double-runner.
13. Model a hatchet.
14. Cut a hatchet out of paper.
15. Sew a hatchet.

Animal Lessons.

LESSONS ON ANIMALS.*—(X.)

BY LOUISE J. HEDGE.

(Adapted to children studying the geography of the American continent.)

THE SEAL.**

THE illustrative material should include pictures and charts of the seal, and of the animals (including fish) with which it is compared.

"What do we breathe, children?" asks the teacher. "Air," the children answer. "What do dogs, and horses, and such animals breathe?" "Air."

"How do we take air into our lungs?" the teacher continues. "Through our noses and mouths."

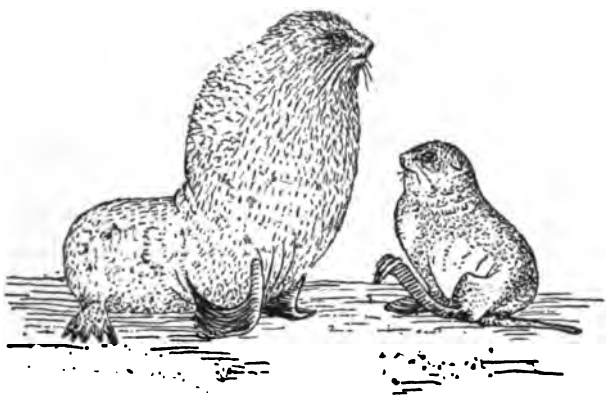


Fig. 1

"How does a boy who swims under water manage about air?" A boy who has tried it says: "I can stay under only as long as my breath holds out; then I must come up to breathe."

"Fishes do not do that. Do they live without air?" asks the teacher. This is a question they cannot answer. Indeed, she did not think they could; her purpose was rather to stimulate curiosity.

"They do need air," she explains, but they get it in a different way. The water contains some air. Fish take water into their mouths; then it passes over the gills (organs that take the place of our lungs); as it passes over the gills the air is taken up and the water passes on and out through a slit in either side of the head. You remember how those slits open and shut. This way of breathing does not answer in the air, and out of water a fish soon dies.

"When you touch a dog, or cat, or any such animal, does the flesh feel warm or cold?" "Warm." "How is it when you touch a fish?" "It feels cold."

These two differences between fish and such animals as we have studied are very important. Presently they will help us to decide whether a certain animal is a fish or not. Just here I think I must give you a name for all the animals we have studied, because we can scarcely get along without it. They are called mammals, because the young ones are fed with the mother's milk.

"Now we are ready to study a new animal, the seal. (At this point, pictures and charts are shown.) Where does it spend much of its time?" "In the water."

"Let us see, then, whether it is a fish, like many water animals, or not. First, as to its breathing. Do you know whether or not it ever comes out of the water from choice?"

"I have read about seals lying on the ice. I have seen them, too, at an aquarium," responds one of the well-informed children.

"Next, when in the water must they come up to breathe like the boy in swimming?" No one is sure, so the teacher explains that the seal must come up to breathe, but, unlike the boy, it can stay under water fifteen or twenty minutes at a time.

"If you could touch a seal, you would find it warm-blooded, and the baby seal lives on its mother's milk. What, then, shall we call the seal, fish or mammal?" "It is a mammal."

"It will be interesting to see just how it differs from other mammals. All mammals have in general the same set of bones, but, in each kind, the bones are suited to the special life of that kind. Tell me about the difference between the leg of a horse and that of a bear to illustrate this."

"A bear's leg is not very long and the whole foot is put down in walking. A horse is a toe walker and the leg is long."

"Very good so far. Even the foot bones in a horse's leg are much lengthened. But this long leg fits the horse for what?" "It makes him able to run fast."

"We shall find the changes in the seal's structure very great. What does the body look like as to shape?" "It looks like a fish."

"Both are of the right shape to slip easily through the water. Our swiftest boats are modeled partly on that same slim form.

"Beside the general shape, what makes it look more like a fish than like our four-footed friends?"

"It looks as if it had fins instead of legs," says one child, and another remarks, "Unless you looked carefully you would think it had a tail like a fish."

"What do you find when you look carefully?" his teacher asks him. "There is only a little tail," he replies, "and on each side there is a sort of fin."

"What you are calling fins, children, are called flippers," she explains. "These flippers take the place of what, in the quadrupeds, or four-footed animals?" "They take the place of legs and feet," is the answer.

"But instead of being fitted for walking, they are fitted for what?" "They are fitted for swimming." "Quite true. Moreover, the hind flippers serve in

*Copyrighted.

**For materials for another lesson on this subject, see articles on the seal in February and March (1896) issues of the American Primary Teacher.

steering. Notice that the fore flippers are much the smaller.

"The upper leg bones are within the body skin, in fact, the elbow and knee joints are also. In the human body, the upper leg bone is the longest bone of all, in the quadrupeds it is not as long in proportion, while in the seal it has become very short. The paddles do not want to be attached to long leg bones. But these paddles or flippers need to be of good size, so we find the bones of the feet long.

"What is between the toes?" "It looks like furry skin," the child replies.

"Why is it there?" his teacher asks. "So the water won't slip between the toes." "Yes, and such a foot is called a web foot. When I first tried to swim, I wanted to spread my fingers apart, but I soon found I had no force to press against the water then. For swimming, one needs a surface like a paddle or oar.

"Look at this seal lying on the ice with its fore flippers laid out like hands before it. Which toe is the longest? Lay your hands on your desks, palms down. With what does the long toe correspond?" "It is in the same place as the thumb." "True, and yet our thumbs are short.

"Look at the hind flippers. What toes are the longest?" "The outside ones."

"What are all the toes armed with?" continues the persistent inquirer. "With claws," the child answers.

"What is the position of the hind flippers, that is, in what direction do they extend?" "They extend backward."

"Yes, that is their regular position. When the seal does not wish to use them, they are put together with what would be the soles touching.

"We have said these limbs are fitted for swimming, but the seal can move on land. It moves partly by dragging itself along by the front flippers, partly by a wriggling motion of the body. At such a time the hind flippers are put together and lifted out of the way.

"The seal is timid out of water. It looks and sniffs to be sure of safety before crawling out, then when out, it faces the sea, ready for a quick plunge. Tell me one of its enemies?" "The white bear."

"Man is another of its enemies, for it is very useful to him. The skin for garments, the fat for oil, and the flesh for food are especially important. The Esquimaux chiefly use the oil and flesh. The true seal is not the one that has soft fur. That is the eared seal, or seal bear. These true seals have a coarse hairy coat, varying in color in different species from gray to yellow, with darker markings of various sorts.

"Look at the head. It looks something like the head of what animal?" Some of the children think it is like the cat's, and call attention to the whiskers, while others think it looks something like a dog's.

"It does not look very much like either, yet I think there is what we call 'a family look.' Notice the teeth. What are they fitted for?" "They are fitted for flesh-eating."

"What would you expect the seal to eat?" "I should think fish would be its only food." "It is very fond of salmon and eats also various shell fish.

"What is noticeable about the head?" the teacher continues. "The eyes are very large."

"In the living animal, they are very beautiful, with a gentle, pathetic expression.

"What do you miss about the head?" "I can see only a little hole where I should think the ear ought to be," answers one boy, who had remembered the teacher's reference to true seals and eared seals.

"There are no outside ears, but the seals have power to hear perfectly well. That reminds me to tell you that they are always attracted by music. Perhaps this is not from love of it, but is from mere curiosity, for they are very inquisitive animals.

"Besides being gentle and curious, they must be spoken of as intelligent and easily tamed. Of late years, showmen have often taught them tricks. They grow very much attached to those that take care of them in captivity. Add to this their generally admitted affection for their young, and we have a list of very good qualities.

"We have not talked much of their ways of living. Though they hunt in the water, yet, in pleasant weather, they spend much time on the ice or the rocks basking in the sun. They travel in great numbers northward or southward, following the climate they like.

"The baby seal wakes to a home on the ice, but its thick, white woolly coat* keeps it warm, and its mother feeds it, so it is a happy baby. It is a curious fact that it must be taught to swim, and at first is timid about the water. It would seem funny if a cat had to teach her kittens to walk. It only shows how much of a baby a seal cub is. But it is not a baby long. In a few weeks its white, woolly coat is gone, and it can swim with perfect freedom.

"There are several different kinds of seals, varying in size from about five feet to eight feet or more. The father seal is not much larger than the mother. These seal are variously marked. Some are spotted; one kind, the Greenland seal, is called the harp seal, because of a large mark that it bears. One has a crest on its head. The elephant seal, that has a short trunk, is much larger than any of the others. "These seals live for the most part in cold climates, both in Arctic and Antarctic regions.

"They have near relatives, known as eared seals. These may be told from true seals by the ears and by the fact that the fore flippers are more nearly the size of the hind flippers than they are in the true seal. But the quickest way to tell them is this. When resting, they turn the hind flippers forward like feet, and all four feet are used to walk with, although in a clumsy fashion.

"The father seal in some cases is fully three times the size of the mother.

"These eared seals are of two kinds, sea lions with a coat of hair, and sea bears, so called, with an

*Read in connection with this lesson "The White Seal," in Rudyard Kipling's "Jungle Book."

under coat of soft fur. These furnish the sealskins that make such beautiful coats and muffs.

"Other relatives are the walruses, very large animals, with their upper canine teeth grown into enormous tusks. These tusks are very valuable.

"All these animals are much hunted by man, and killed in large quantities. As a result of this the sea bears, known as fur seals, and the true seals, are rapidly growing few in number, and efforts are being made to check this wholesale killing to some extent."

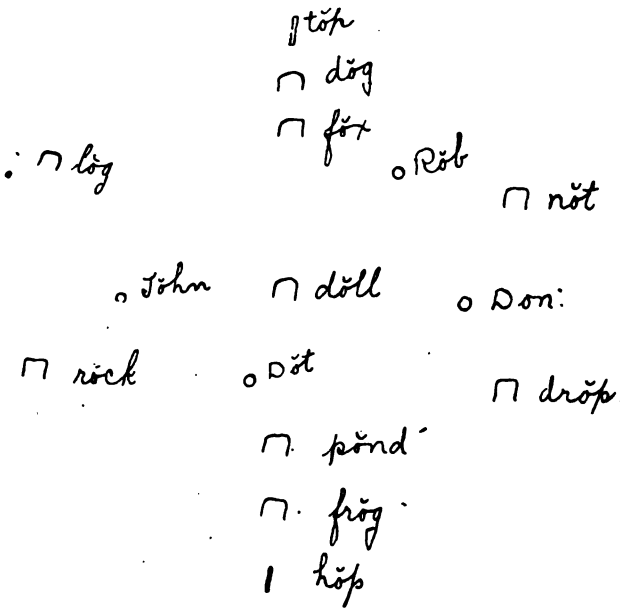
The teacher then reviews the points made, putting a summary on the blackboard as usual.

A LESSON IN PHONICS.

BY BLANCHE VON STEIN.

A GAME of phonic croquet is very beneficial, and, at the same time, very interesting, for children in first grade. They are always anxious to play, and excellent attention is secured.

Words in the lesson having the same vowel sound may be arranged in the following manner, and the



pupils who can tell every word may play "old Rover" and help the others until each one knows all the words.

Cause of Rain.

Here are some answers given to the question, "What causes rain?" by first-year pupils:—

Fog.
Faucet.
God.
The ocean.
Heaven.
Pipes from the ocean.
The sun gives it.
The sun gets it from the ocean.
At night the sun goes down and gets it.

Trouble parents about their children as little as possible.



BE KIND.

[First, second, and third grades.]

[Read carefully to the children; talk freely of the sentiment expressed; reproduce orally with the first grade mentioned, and in writing with the other two.]

If you cannot speak well of your friends, do not speak of them at all. Never say anything but kind and true things about any one.

THE BLACK BEAR.

[First and second grades.]

[Read twice; reproduce orally with the first grade, and in writing with the second.]

THE black bear does not roam about the woods in cold weather. He sleeps all through the winter on a nice, soft bed, which he makes in some hole in the ground out of leaves and twigs. When spring comes he wakes up and starts out to find food in the woods. He is very fond of wild fruit and honey.

THE BUDS' WINTER CRADLE.

Rock-a-bye, baby,
On the tree-top.

THIS is what the winds are whispering to the large horse-chestnut trees. Not only is there one baby among the horse-chestnut trees, but many hundreds of babies.

To be sure, they are not pink and white babies, with big blue eyes and lovely, curling hair, such as we see in sunny nurseries, lying in their pretty little cradles; but they are babies, all the same.

Dame Nature calls them Buds, to distinguish them from her flesh and blood babies who live in houses. When Dame Nature was first given charge of all the flowers and trees and birds and little children, and many other things, she said:—

"Dear me! How shall I keep those little horse-chestnut babies warm during the long, cold winter?"

She thought about it a long time. Then she fashioned a tiny cradle of brown scales, and covered it with a sticky substance, so that neither the rain nor snow could penetrate to the tender Bud.

And—Oh, yes! of course babies always have soft little blankets laid over them when in their cradles. So Dame Nature lined the entire inside of the Bud's winter cradle with a thick, white blanket, to keep the horse-chestnut baby dry and warm.

It was many years ago that Dame Nature made her first cradle, but every year since then she has made thousands of little cradles. Then she sends the winds to whistle around the bare branches of the horse-chestnut trees.

They bend and twist the boughs in every direction, but

When the bough bends
The cradle will rock.

So every gust of wind sets thousands of little cradles rocking to and fro; and thousands of little Buds, lulled by the motion, nod and dream and slumber on.

But when the spring rains and warm sunshine come again, just watch the life and stir among the horse-chestnut trees.

All the little Buds will waken from their deep sleep. They will grow very rapidly, and some day, in stretching themselves, just as all babies do, they will somehow burst open their snug brown cradles, and will push forth a tiny green head to the world without.

Just watch and see if my story is not true.—Mary C. Spaulding, in Youth's Companion.

Number Work.

NUMBER WORK.—(II.)

[Continued from December Issue.]



HEN they can write a reasonable number of even numbers to 24 in ten or fifteen minutes, then have them write backward, first from 12 and then from 24.

24	24	24
22	22	22
20	20	20
18	18	18
16	16	16
14	14	14
12	12	12
10	10	10
etc.	etc.	etc.

The fourth step is counting odd numbers in the same way:—

Forward.			Backward.		
1	1	1	23	23	23
3	3	3	21	21	21
5	5	5	19	19	19
7	7	7	17	17	17
etc.	etc.	etc.	etc.	etc.	etc.

The fifth step is counting by threes to 18, then to 36, then backwards:—

3	3	3	36	36	36
6	6	6	33	33	33
9	9	9	30	30	30
12	12	12	27	27	27
*	*	*	*	*	*
36	36	36	3	3	3

In the same way, gradually, very gradually, let their horizon broaden from month to month and from year to year through the following exercises, which are merely indicated:—

By fours.		By fives.		By sixes.	
4	48	5	60	6	72
8	44	10	55	12	66
12	40	15	50	18	60
16	36	20	45	24	54
*	*	*	*	*	*
48	4	60	5	72	6

By sevens.		By eights.		By nines.	
7	84	8	96	9	108
14	77	16	88	18	99
21	70	24	80	27	90
28	63	32	72	36	81
*	*	*	*	*	*
84	7	96	8	108	9

As the children get a little beyond counting by even numbers into the counting by threes, fours, etc., they should intensify their practice with counting even numbers by writing beside each which one in the scale it is. This is really multiplication, a "multiplication table on a new track."

1——2	12——24	1——3	12——36
2——4	11——22	2——6	11——33
3——6	10——20	3——9	10——30
4——8	9——18	4——12	9——27
5——10	8——16	5——15	8——24
etc.	etc.	etc.	etc.
1——4	12——48	1——5	12——60
2——8	11——44	2——10	11——55
3——12	10——40	3——15	10——50
4——16	9——36	4——20	9——45
5——20	8——32	etc.	etc.
etc.	etc.		
1——6	12——72	1——7	12——84
2——12	11——66	2——14	11——77
3——18	10——60	3——21	10——70
4——24	9——54	4——28	9——63
etc.	etc.	etc.	etc.
1——8	12——96	1——9	12——108
2——16	11——88	2——18	11——99
3——24	10——80	3——27	10——90
4——32	9——72	4——36	9——81
etc.	etc.	etc.	etc.

Of course, it will take a long time before all this is done with facility, but do as much as can well be done in the primary grades and leave the rest for the grammar grades. It makes good seat work.

Another phase of the same work that is to be taken up in due time is counting by threes from one and backwards, from two and backwards, etc. This need not be carried higher than 20.

By threes.

1	19	2	20
4	16	5	17
7	13	8	14
10	10	11	11
to	to	14	8
19	1	to	to
		20	2

By fours.

1	21	2	22	3	23
5	17	6	18	7	19
9	13	10	14	11	15
13	9	14	10	15	11
to	to	to	to	to	to
21	1	22	2	23	3

By fives.

1	21	2	22	3	23	4	24
6	16	7	17	8	18	9	19
11	11	12	12	13	13	14	14
to	to	to	to	to	to	to	to
21	1	22	2	23	3	24	4

By sixes.

1	19	2	20	3	21	4	22	5	23
7	13	8	14	9	15	10	16	11	17
13	7	14	8	15	9	16	10	17	11
19	1	20	2	21	3	22	4	23	5

In the same way counting by sevens, eights, and nines.

Physiology.

There is little virtue in dry physiological facts.

Teach more about the eye than the muscles, more about the taste than the circulation of the blood.

Teach how the eye is protected, and why.

Teach the use of the eyebrows, eyelids, and lashes; why the upper lid is more movable than the lower; why the lids are closed during sleep.

Among the uses of the eyelids, remember that they protect the delicate eye from heat and cold; that they keep out dust and dirt; that they regulate the amount of light admitted, and keep the eyeball moist.

Teach about the tears, the oil-glands of the eye, the eyeball, the pupil, lens, and nerve.

Teach how to see; how to care for the eyes.

Teach why we should not read by twilight; why we should not read when the eyes are tired; why the light should be clear and steady.

Teach why we should not look directly at a brilliant light; why we should not read when reclining, or when walking or riding.

Teach why it is well to shade a lamp when reading by its light; why the light should come over the left shoulder.

Teach why a foreign substance should be removed from the eyes as quickly as possible.

Teach how to remove dust or dirt from the eyes.



WASHINGTON'S BIRTHDAY IN THE PRIMARY ROOM.

BY ELLA M. POWERS.

THE story of Washington is not difficult to tell the little ones if we choose the incidents which appeal to a child. Pictures are always available, and in these children are always interested.

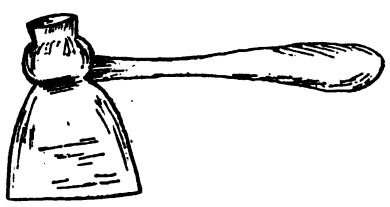
It is not hard to draw a few simple sketches upon the board, a hatchet, a bunch of red cherries, some apples, a sword, a gun, a flag, a letter, a tent.



Last year we talked of Washington's boyhood days, and we learned about him as a president.

The children were interested in the old Virginia homes, the deep forests, the Indians and their fights. They were glad to hear about the great ships that started off loaded with tobacco and came back from England bringing clothing, furniture, glassware, or even a great gilded coach for some wealthy family.

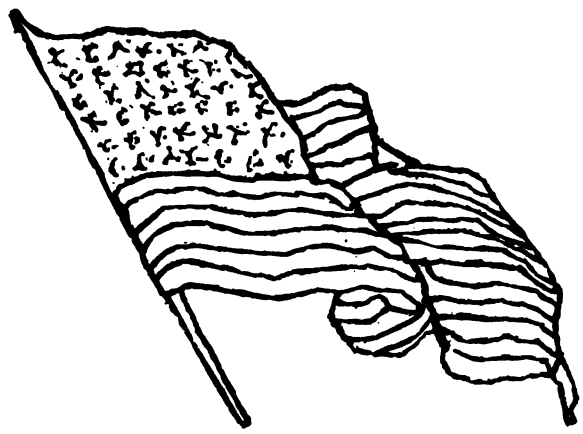
The childhood days of Washington were as interesting as ever. They all loved to hear about Washington and the apple, the famous hatchet story



claimed as much attention as ever, the story of the colt was as thrilling as if it had never been told before.

Then came the story of the cruel war between the French and Indians against the colonists. The French built forts in the western part of Virginia where they had no right. The governor of Virginia wished to send a letter to the French commander telling him he must leave Virginia at once. Who should take this letter? There were no railroads, no telegraph, no telephone, and no good roads. The governor chose brave George Washington to carry this letter. The fort was four hundred miles away, but Washington started. He traveled through the dark, gloomy forests, plunged on through the snow across the hills, crossed rivers, and along dangerous paths where Indians were watching to kill the brave letter-carrier. It was over forty days before he reached the French fort. Then he was given another letter to bring back to the governor of the state. He bravely started back again. Indians fired at him, and balls whizzed by his head, but they could not kill him.

Once he spent a whole day making a raft to cross a river which was frozen only on the edges. When he was crossing on his raft a great piece of ice struck the



raft, knocked it about, and Washington fell into the icy water. Oh, how cold it was! He caught the logs of the raft and drifted to an island. His clothes were frozen stiff. He built a fire and warmed himself. The next morning the river was frozen and he crossed to the shore. Then it began to snow, and for two long weeks its rained and snowed. It was bitter cold, too. At night Washington crept under great stones or in caves. Two hundred miles of his journey was through dense forests. On the sixteenth of January he reached the governor and gave him the letter.

Was he not a brave young man? He was twenty-one years old, and this was his first service for his country.

After this Washington was in many battles. Finally a great war with England broke out. There were thousands of soldiers to be led. No one could do this so well as George Washington. So he was chosen commander-in-chief. Sometimes it seemed of little use to go on; men were killed, other men did wrong, more battles were lost than won, but Washington always did what he thought was best and right, and so he at last conquered, and everybody loved General Washington.

These stories were made very simple, and were made more real by pictures, maps, drawings, and the sand table illustrations.

WASHINGTON'S BIRTHDAY.

BY BELLE ST. JOHN PEARSON.

IMAGINARY SCENE IN BOYHOOD OF WASHINGTON.

[Decorate the schoolroom with flags and bunting. Designs of the various flags used by the United States in the different epochs of its history should be placed on the blackboards.]

[Enter George Washington, dressed in soldier cap, suit of blue, gilt straps on shoulders, sword, belt.]

Washington.—I wonder where the boys are. It is time they were here. [Takes a whistle from his pocket and blows.]

[Sound of footsteps. Enter a company of boys dressed as soldiers. They pause in front of the boy captain and give the military salute]

All.— We come at thy call,
Thy bidding to do.
We come one and all,
What orders have you?

Washington.—Boys, we must defend this village from the Indians.

All.—Where you lead we will follow.

Washington.—Fall into line! (The boys fall into line, facing their captain!) Attention, company! Present arms! Ground arms! Answer me, what should a good soldier learn first?

All.—He should first learn obedience.

Washington.—Besides obedience, what else should he be?

All.—He should be brave.

Washington.—Will a brave soldier tell a falsehood?

All.— No, no, no, no;
The brave never do so.

Washington.—Will a brave soldier be cruel or selfish?

All.—'Tis only the coward who gives needless pain,
The nobly courageous from such deeds refrain.
There is ne'er a bee, or a fly, or a worm,
Or a bird or beast we have right to spurn.

Washington.—You are right. Remember
To be loyal and true;
And whatever you do
To be generous and just,
And in God put your trust,
Then a courage divine
Will always be thine.

All.—Three cheers for George Washington, the brave boy captain. Hurrah! Hurrah! Hurrah!

Washington.—Attention, company! Shoulder arms! Right about face! Forward, march to defend the town!

[March, singing "Washington, the Soldier True," found in Merry Songs and Games, by Mrs. Hubbard.]

[Children return to their seats.]

SCENE II.

[This represents a scene between Liberty and United States citizens about to choose a president. The same children may take part in this dialogue. The only difference in their dress will be the absence of firearms, the soldier caps changed to three-cornered hats and wigs. Washington still dresses as a soldier, or general, rather, with wig and three-cornered hat. Liberty is dressed in red, white, and blue.]

[Enter citizens, accompanied by Liberty, a girl.]

First Citizen (waving a flag).—
Our country is free, our country is free,
Fair liberty rules from sea to sea.

Liberty.—Gentlemen, you must choose a president for your nation.

All.—Whom shall we choose?

Second Citizen.—We must have a brave man.

Liberty.—You must have a man that can be trusted.

All.—Yes, yes, we must have a kind and truthful man.

Liberty.—You must have a loyal man, and one who will know how to rule.

All.—There is but one, there is but one,
Who'll rule so well, George Washington!
He's loyal, kind, to all men just,
He's brave and true, and one to trust.

[Enter George Washington. The citizens advance to meet him.]

All.—"First in war, first in peace, and first in the hearts of your countrymen." [Exit, singing "Washington, the Soldier True."]

Evergreen Trees.

One of the best things at hand for study these winter months in almost any locality are evergreen trees. The distinguishing of one from the other and the naming of each will be a profitable exercise in the line of Nature Study.

The following hints as to points of observation in determining species may be helpful:—

White Pine: Five needles in a bundle; scales of cone thickened at the top.

Scotch Pine: Two bluish-green, short needles in a bundle.

Austrian Pine: Two long, dark green needles in a bundle.

Fir: Erect cone; flat, spreading needles scattered singly.

Norway Spruce: Large hanging cones; scattered needles point all ways.

Hemlock: Small hanging cones; flat spray.

Larch: Many needles in a cluster; fall off each year; erect cones.

Red Cedar: Bluish berries; sharp prickly spray.

Arbor Vitae: Flat branches; cones few-scaled, and only two seeds under each.

White Cedar: Cones roundish, with four to eight seeds under each.

Pitch Pine: Dark, stiff needles arranged in threes.
—The Western Teacher.

My School Days.

[Composition Exercises.]

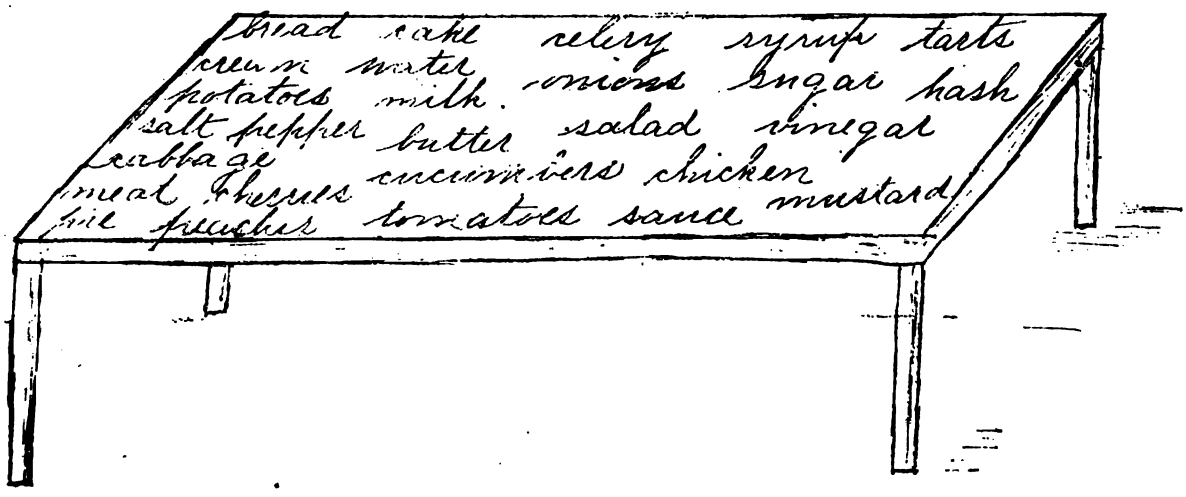
1. When I began to go to school.
2. What schools I have attended.
3. My teachers.
4. What I have studied.
5. My favorite studies.

PRIMARY WORD DRILL.

BY M. E. T.

HAVING prepared the above sketch upon the blackboard at the noon intermission and drawing the hiding curtain, Miss R. is ready for a little deviation from the regular afternoon "spelling lesson."

Giving the attention taps for the second grade, she explains that she has prepared a dinner for them, and they may now march to the dining room. They march through the isles and draw up in line before



the blackboard, the curtain is drawn and dinner begins.

Eagerly the hands come up as some word is recognized. "Well, Jimmie, what will you have?" asks Miss R. in response to Jimmie's hand. "I would like some potatoes, please"; so Jimmie takes the crayon and writes his word on the blackboard.

"Please may I have some tomatoes?" cries impatient little Tommy, and almost before Miss R. can consent he is "helping himself to the tomatoes." "What will Mary have?" "Some cucumbers," answers Mary, hesitating a little over the new word.

So the lesson continues, until all the words have been written and "dinner is over." The class marches back to seats, having thoroughly enjoyed "the dinner" and eager to prepare a similar one on their slates.

Exercises in Observation.

Have frequent exercises in observing, for the sake of clear distinctions, sharp discriminations. Do not presume too much upon the knowledge of a class. There will be some bright children in every class that can tell you the distinctions, but there will be some who cannot. These observation exercises make good model lessons any way:—

Smooth, rough, and medium.
Soft, hard, quite soft, very hard.
Opaque, translucent, transparent.
Thin, thick; narrow, broad; short, long.
Dark, light; tint, shade.
Deep, shallow; tall, high.

THE SPRUCE THAT FOUND WINGS.

BY H. M. DOUGLAS.

A READING LESSON.

A YOUNG spruce tree stood in the forest. Very tall and straight it grew. Wide spread were its arms. Summer and winter it had a robe of dark green. As far as the eye could see stood its brother spruces.

Every spring the birds flew in and out among the branches. They filled the air with sweet music. High up in the trees they built their little homes and reared the young birds. In autumn all the birds gathered in great flocks and flew far, far away. When the last bird was lost in the clouds the forest was very dark and still. Then a great sigh shook all the branches. If you had known the language of the spruces, you would have heard a whisper: "If I had wings, I would follow the birds."

A great host of snowflakes came fluttering down. The spruce was glad, for they seemed like tiny birds with white wings that sparkled in the sunshine. The spruce tree whispered: "All the good come and go on wings. How much one can do who has wings." Could a spruce hope to have wings? And every year the spruce tree grew tall and large.

One wintry day men came to the forest with strange, bright tools. The air was full of songs and shouts. The spruce trembled and mourned as brother after brother fell to the earth and was borne away. "Oh that we had wings. We might be out of reach of these savage men." One of the men struck the spruce tree. Then came a shower of hard blows, a swift rush through the air, a great crash. The tall spruce lay on the ground. It would never have wings.

All the beautiful branches were cut away. With sharp saws the bare trunk was cut into short blocks. On sleds the blocks were drawn away to be piled into a great car that went rumbling over the rails all day and all night. At last the car stopped at a little village beside the Connecticut river. The spruce was taken out, but no one thought of the tall tree and its green arms.

Each spruce block was put in a dark iron chest and something pressed it very hard. "I am crushed, I am crushed," groaned the spruce. A great rough stone whirled against the block till it was all ground away. The stream of water that ran from the stone was white as milk with the spruce wood. The water ran through narrow slits in a sheet of brass. "I never, never can get through." But the wood passed through; only some sharp slivers were left. The water drained away and left the spruce a soft mass like jelly. It was called pulp.

Near by was a pile of cotton, whose white fibres had been soiled and worn, trampled and torn till it was not fit to be seen. The cotton passed through sharp knives till it was fine as dust; it had a bath of hot steam all night and came out fresh and white.

The spruce pulp and the clean cotton were put in water that was stirred and tumbled and whirled until the little fibres were all tumbling and quivering. Then they flowed out in a broad stream only half an inch deep. All at once the water was gone. The spruce fibres were close together and hurrying forward on a soft white blanket. In and out, out and in they went between great hot steel rollers till they made a strip of smooth snowy paper a mile long. As the paper came from the last roller you could hold your hand near it and bright sparks would fly from the knuckles.

The rolls of paper went to New York. They were unwound and slipped through a great clanking steam press. "I am all black" cried the spruce. Indeed, there was a great change. The paper was in sheets and was covered with printed words. Newsboys took the papers in their arms through the crowded streets, crying, "World, Tribune, Sun, the latest news."

So the spruce found wings and flew swiftly over all the land bearing messages to man.

What Was It?

It was brown and hard, and grew inside a rough husk.

It was brought across the sea, from a hot country, where it grew on a tall tree.

It held food and drink.

A little brown animal, with bright eyes, sharp claws, and a long tail climbed the tree.

He pulled off this strange thing in the rough husk and threw it down. He threw down many others.

A man picked them up and put them in a basket.

He carried them on board a ship, which brought them to New York.

At the wharf they were put in a wagon and carried to a grocery.

A gentleman bought one, took it out of the husk and carried it home to his children.

They had never seen one. They wanted to play with it. The kitten patted it with her paw, smelled it, and ran away. They rolled it towards her. She was afraid of it. She arched her back and spit at it. She ran off into a corner.

"Papa, how can we open it?" the children asked. "Is it good to eat?"

Papa took a gimlet and bored two or three holes in it. He held it over a cup. Out came something like milk. The children liked this queer milk. Then he cut through the hard shell with Tommy's hatchet. There was a white meat inside. The children liked this too, but it was hard. The mother grated this white meat into a dish. She put in milk and eggs, and sugar and lemon. She baked it in the oven. When it came out it was a delicious pudding.

Sometimes you eat candy and little cakes made from the same kind of hard, white meat. Who knows what it is? What country does it come from? What little animal climbed the tree and threw it down?—Selected.

NATURE STUDY—THE PUMPKIN.

BY ALBERT E. MALTBY.

THE following outline of a lesson on the pumpkin is intended to be constructed upon Herbartian principles and for use in several grades of the school. The matter given in the development and generalization is not by any means considered exhaustive of the subject, but simply as suggestive. The live teacher will add many important details to this sketch:—

"THE PUMPKIN."

I. TOPIC: The Pumpkin.

II. INTRODUCTION.

1. Teacher presents the ripe pumpkin.
2. Where does this [vegetable] grow?
3. Is it ripe?
4. How do you know that?

III. DEVELOPMENT.

1. Upon what does the pumpkin grow? [Vine.]
2. What are these? Did you ever plant the seeds? (Size, shape, color, number, etc.)
3. Does the pumpkin vine have flowers? (Color, shape, size, etc.)
4. Leaves of the vine.
5. Where are pumpkins generally planted?
6. The pumpkin itself? (Size, shape, color.)
7. Uses: (a) Pies; (b) sauce; (c) food for stock [what part?]; (d) jack-o'-lanterns.

IV. GENERALIZATION.

1. What other vegetables grow upon vines? (Watermelons, squash, muskmelons, cucumbers, etc.) (Grapes.) [Fruits.]
2. The fruit is clear orange-yellow in color.
3. The large bell-shaped flowers are yellow.
4. The Indians planted pumpkins with their corn.

V. TECHNICAL TERMS.

1. The word pumpkin means "cooked by the sun"—ripe, mellow. [Pumpkin.] [Fruit.] [Seeds.]

VI. DEFINITIONS.

1. A fruit is, in general, the ripened seed vessel of a plant.
2. The pumpkin is the fruit of a common trailing vine which farmers usually plant among the corn.
3. Seed is the undeveloped plant.
4. Tommy says [pumpkin-seed] a fish!! Why?

VII. PRACTICAL EXERCISES.

1. Write about the pumpkin. (Seat-work, language work.)
3. Tell the story of the "Corn and the Pumpkins"; "The Poor Little Pumpkin That Never Got Ripe"; "The

Fairy Godmother"; and others which the teacher may know or improvise. Have the children write these stories in their own versions.

4. Tell the children about the Indians and their fields of corn and pumpkins.

5. Read from Whittier's poem, "The Pumpkin."

"O,—fruit loved of boyhood!—the old days recalling,
When wood-grapes were purpling and brown nuts were falling!
When wild, ugly faces we carved in its skin,
Glaring out through the dark with a candle within!
When we laughed round the corn-heap, with hearts all in tune,
Our chair a broad pumpkin,— our lantern the moon,
Telling tales of the fairy who traveled like steam,
In a pumpkin-shell coach, with two rats for her team!"

The lesson as here outlined is capable of modification to suit the needs of any grade from the highest to the lowest. Words in brackets [fruits] are intended to be written upon the blackboard, and the definitions should be made by the pupils in the class. Children can make better definitions than some of our dictionaries give.

THE POOR LITTLE PUMPKIN THAT NEVER GOT RIPE.

DON'T run away so fast, my dear little girl, I would not harm you for the world. You say that my face is wild and ugly, and that you are afraid of my shining eyes and my great sharp teeth. O, no, I will not hurt you! I am only a harmless Jack-o'-lantern that John and Harry made out of a little green pumpkin that was trying to ripen in the field.

There! don't you see that you can even touch my great wide mouth, and I will not try to bite you with my teeth? You may even hold me in your hands, and see that the eyes are made by the candle-light shining through the holes. Shall I tell you my story? It is a little hard to speak distinctly and keep your mouth wide open all the time, but I will try to do my best to make you understand me.

I was born at the close of a bright day in June, and laid away on the soft yellow cushions of a most beautiful cradle. Days came and went, and my little green body began to grow larger and larger. Soon the bright curtains were pushed aside, and I lay stretched full length upon the soft, brown earth, and looked up at the warm, smiling face of the sun. The long summer days were full of gladness, and I felt myself growing O, so large and stout! One day a most beautiful bird came by and flew into a tree near the side of the field in which I lay. He wore a handsome suit of black and orange. He sang a song for me, and said that if I would only keep on growing a little each day I should have a coat as rich as his own; but mine should be all a rich yellow-orange in color. That seemed a wonderful story to me, for I knew that I was very green. Some weeks after this, the sun shone so warm and bright that it seemed that there must be some change in my color, so I resolved to ask one of the little birds to tell me. The first bird that came out of the thicket was a saucy little wren; but she kept up such a constant scolding because some larger bird had disturbed her, that I could not make her understand what was wanted. But soon a most pleasing speckled sparrow came out to sing his inspiring song. He gave his whole attention for some time to his singing, and I thought that his little throat would surely burst open. When he paused, I said: "My dear Mr. Song Sparrow, don't you think that my coat is as bright as that of Mr. Baltimore Oriole?" "Green! green! green—I'm su-r-r-r-r-r-r-e!" was all he said, as he flew away in evident disgust at my presumption. That was very disappointing, but some of the other birds told me not to be discouraged by what the song sparrow had said. I was growing larger, and would not be so green in the autumn. One little sparrow, who wore a white bib at his throat, and looked as if he had been eating his bread and milk, said that Mr. Robin Redbreast told him that when Thanksgiving Day came the farmer's wife would make delicious pies from the ripe pumpkins.

But alas; one day two dreadful boys came and looked at me, turned me over, and then thumped me with their fists. They went away, but the catbird came out of the thicket, and in his mocking way called out: "N-a-o-u-w! S-a-a-y! S-a-a-y!" All the time he kept thrashing and jerking his tail up and down, and showing the rusty feathers underneath. "Now! say! say! What a green pumpkin you are, surely! Those boys will come after you and carry you away to-night. I—know—it! Now! Say! Say!"

And so my night of sorrow came. The boys, with sharp knives, scooped out all the seeds and cut and hacked me full of holes. They then stuck this candle inside, and, lighting it, set me on top of this post to frighten those who should pass by. While I was weeping bitter tears to think of the pleasant lost home in the cornfield, a great owl came by, and called out, "Whoo—ooo—hoo!" I told him that John and Harry were the boys who had misused me. He did not stop to listen to my reply, but flew away into the darkness.

What rich brown pumpkin pies I would have made even for the two dreadful boys, if they had only let me alone! But this hideous face! How would they like to look like me themselves? This candle is warm, but not like the sunshine. I shall listen no more to the songs of the beautiful birds. Only the hoots of the owls I shall hear; for now I believe that even the wise old owl was jeering at me. On the gate-post I must remain a poor old Jack-o'-lantern, useless, and soon to be thrown carelessly aside, all because John and Harry would not let me grow and ripen in the beautiful field where the sparrows sang.

Co-operative Information List.

[Schools herein named have offered to give to other schools information on the subjects herein specified.]

"Brooklyn Bridge," "Central Park," "The Statue of Liberty," etc.—Brooklyn, N. Y., grammar school No. 108, Frank B. Stevens, principal.

"General John Stark," "Battle of Bennington," "Franklin Pierce," "Home and Boyhood of Daniel Webster," "The Manufacturing Interests of Manchester."—Manchester, N H., Hallsville school, William H. Huse, principal.

"Parks," "Lake Traffic," "Water Supply," "Cattle Yards," "Sewerage System."—Chicago, Marquette school, Frank B. Williams, principal.

"Ice Cutting," "Salmon Fishing," "Shipbuilding."—Bangor, Me., Union school, Mr. Tilton, principal.

"Iowa Industries," "Pork Packing," "River Navigation," "Corn Raising."—Sioux City, Ia., William M. Stevens.

"The Chinese of San Francisco," "Fruit and Flowers of California," "The Harbor of San Francisco."—San Francisco, Lincoln school, Mr. Hamilton, principal.

"Coal Mining," "Marble Quarries," "Iron Mills," "Cotton and Woolen Mills."—Knoxville, Tenn., Bell House school, J. A. Andes, principal.

"Natural Gas Wells," and "Manufacturing Industries of the Gas Belt."—Anderson, Ind., J. W. Carr, superintendent.

Famous Children.

FAMOUS CHILDREN.—(IV.)

BY PAMELA MC ARTHUR COLE.

ALFONSO OF SPAIN.

THE youngest monarch in Europe to-day is the king of Spain, Alfonso, now eleven years old.

His name is a favorite one in Spain, and has been borne by many of the Spanish kings. One of the best of the kings, centuries ago, was called by the people Alfonso the Wise.

Alfonso the Thirteenth has been king of Spain ever since his birth, in May, 1886. His mother, Queen Cristina, is the regent, and with the council will continue to govern the country until he is of age, which will be in a few years.

An American boy is not allowed to vote or to attend to business for himself until he is twenty-one years old, and no man can be chosen president of the United States before he is thirty-five; but kings and queens are allowed to "come of age" a little earlier than other people.

When Alfonso was a little child his mother used to take him every week to visit an asylum for soldiers' orphans. This asylum had been founded by his father, Alfonso the Twelfth. The little king was told that all these children whom he saw were, like himself, the children of brave men now dead. He often carried presents to the little orphans, and he was taught to pray for them every day.

Alfonso was much like other children who are not kings; sometimes he behaved well, and sometimes he did not. A story is told of one time when he behaved very ill indeed.

He was out taking a ride in one of the royal carriages and with the soldiers who always attend him when he goes out. The people in the streets were glad to see him, and cheered and took off their hats as he passed. The Spaniards are a very polite nation, and in all countries kings and princes are taught to receive and return as politely as possible any salute offered by their people.

What did this little king do? He had been carefully taught and he knew what good manners required. But instead of taking off his little hat, or bowing and smiling at his subjects, he was so extremely rude as to look out and make faces at his loving people as he rode along.

This story soon reached his mother, Queen Cristina, and she did not let such behavior as that go on. She took his majesty into a room by himself and gave him a lesson on good manners. That was not all. She finished by giving him a sound whipping, and afterwards when his majesty went out to ride, he remembered to treat his loving people politely.

These capers are over, King Alfonso has learned to behave well, and he has regular lessons, and has learned something of military matters. He is not very strong, and his teachers and family are anxious that he should be healthy and grow up able to take the cares of the kingdom when he is old enough.

The Spaniards much prefer to have a king rule over them,—they do not wish to have a queen as ruler, unless, as now, for a regent. The government of Queen Cristina has been wise, but the people will be glad when Alfonso is old enough to reign.

Every nation has some peculiar custom of its own. In most countries governed by a king or queen, the sovereign is crowned with great ceremony. This is not the case in Spain, but when Alfonso comes of age he will take a solemn oath to govern according to the ancient and established laws, and promote the welfare of his people.

To-day there is much trouble in his dominions. The island of Cuba, ever since it was discovered by Christopher Columbus, has been under the control of Spain. But the people of Cuba have long been dissatisfied with Spanish laws and government, and more than once have they made an effort to become independent. They are making such an effort now, and it is a terrible struggle. A cruel war is desolating a large part of Alfonso's kingdom; it has caused the death of thousands of his subjects and the suffering and sorrow of thousands more.

To-day he is a child with no more care or knowledge of the wants of his great kingdom than any other child, but he must soon assume the duties of a man and take his place among the rulers of nations.

He has been carefully trained, and he comes of a brave and a high-spirited race. May his reign be a long and wise one!

A Beautiful Life.

A FEW years ago there lived a famous woman. A little boy sent her twenty-five cents and asked her for all of her books. He was too young to know their value. She wrote him that twenty-five cents would not begin to pay for all her books, but that she would make him a present of one of them, and so she sent him "Little Men" and returned his twenty-five cents, wishing that she might gratify him to the full extent of his request. As she lay sick week after week before she died, she made little garments for babies belonging to poor people who could not half take care of their children, and the last work she did was on a tiny night-robe, which she could not finish. There it is with one sleeve left out. And her hands are folded across her peaceful breast in eternal sleep. There stands a peach basket covered with pink, curly tissue paper. It is full of papers, and it is pretty and useful. She did that, too. And she wrote on a sheet of paper "Little Women," "Little Women," over and over, all down the paper, so that it could be cut in strips, for hundreds of children wanted her autograph or some least word from her own pen. Such simple things were the works of a famous writer who loved to be plain and commonplace because she lived in the World Beautiful.

Books.

STEPPING STONES TO LITERATURE. A Second Reader. By Sarah Louise Arnold and Charles B. Gilbert. Boston: Silver, Burdett, & Co. Cloth. Clover design. 160 pp. Colored illustrations.

It is not always that it is given to one person to be equally superior in supervision, in platform work, and in authorship, but Miss Arnold, the one woman supervisor of Boston, has these triune gifts. The "First Reader" was a distinct success, a wise departure in several particulars, but this is a definite advance upon that. The lessons in this book have all been found to be serviceable in the schoolroom, and are the elect, the survival of the fittest, among many similar lessons in use in several schools. Miss Arnold has developed exceptional skill in maintaining throughout apparently both the teacher's and the pupil's point of view. The children are fascinated with the book, its illustrations, its many full-page reproductions of the masterpieces, its beautiful colored pages, its prose and its verse, we know, for we have watched two little ones as they have eagerly drank it in again and again.

The aim of the book is avowedly to help create a love for literature by giving the child literature that is attractive. While the child is to learn to love literature by reading with keen pleasure good things, the mission of the book does not end here, for, with the same skill, Miss Arnold works in language lessons, nature study, and especially familiarity with the names of the artists whose masterpieces she introduces. Some of these are Landseer's "Saved," Herring's "Village Blacksmith," Rosa Bonheur's "The Lion at Home," "On the Alert," "A Noble Charger." There are several beautiful colored pages, the most beautiful of which is a charming bit of artistic setting for the twenty-third Psalm.

Miss Arnold and Mr. Gilbert are certainly in a fair way to meet the great expectation of their friends in the entire series by retaining all that is valuable in the school reader's idea, adding thereto much of the latest in philosophy and experience by way of literature and art.

THE FIRST YEAR NATURE READER. By Katherine Beebe and Nellie F. Kingsley. Chicago: Werner School Book Company. Cloth, with nature design. 152 pp.

This is a wonderfully charming book, worth much to children both at home and at school. It is beautifully illustrated in color with birds, flowers, fruits, trees, grain, and the flag. It is as instructive as it is interesting, and as inspiring to a lover of nature as it is beautiful. A distinctive feature of the book is the fact that it plans for a use of nature, rather than reliance upon the illustrations, that it treats largely of phases of nature that are accessible, that it deals with everything in its season, that it considers flowers, fruits, birds, etc., in their activity, their coming and their going. and that the life of nature is a drama rather than a museum. In all this the teacher is to use every modern aid of blackboard and chart, seat work and sewing, tracing and drawing, school activities and field excursions.

TANGLEWOOD TALES. For Girls and Boys, Being a Second Wonder-Book. By Nathaniel Hawthorne. New York: Thomas Y. Crowell & Co. 264 pp. Price, 75 cents.

"The Tanglewood Tales" have become classic wherever the English language is read. Hawthorne has worked these ancient myths over into tales of fresh and charming beauty. The heroes and heroines are living characters before the eyes of the reader. This new edition has much to commend it. Its typography, binding, and colored frontispiece, with eight full-page illustrations, are in the best style.

ROUND THE YEAR IN MYTH AND SONG. By Florence Holbrook. New York: American Book Company. Cloth. 12mo. 200 pp. Illustrated.

This little third and fourth grades' reading book is fashioned and carried out on a dainty plan, and with a refinement which will react most beneficially on the little people so fortunate as to use it. The story of the seasons, of the months, of the days of the week, and of many natural phenomena is told from every point of view, the scientific, in language within a child's comprehension, the poetic, the mythical, the pictorial, the aesthetic. The child's imagination cannot fail to be stimulated, its sense of beauy quickened, when its mind is sure to be made receptive for the lesson to be taught. The original prose bits are little classics in themselves; for example, the following:—

"Day and night, the golden glory of the sun and the softer radiance of the moon, the flush of sunrise and the gorgeous grandeur of departing day, the glimmering stars shining through the loopholes of the dark, the mystery of the changing clouds, the rustling of leaves, the beauty and fragrance of the flower, the beneficence of summer, the powerful winds of winter, the snow, the rain, the flash and crash of storm,—all these the children know. The voice of Nature and of Nature's God speaks through them to the soul. Myth and song, painting, statue and temple have interpreted for us these beautiful experiences."

The illustrations are from classic art and from modern paintings, and are excellently adapted to the sentiments expressed in the text. The work is printed in beautiful type, on heavy, cream-laid paper, and the reproductions are clear and soft.

THREE OPERETTAS. By H. C. Bunner. Music by Oscar Weil. New York: Harper & Brothers. Price, $2.50.

In keeping with its reputation, this widely-known house has published one of the most charming books of the season. The three delightful little operettas contained in it are written in Mr. Bunner's best style, while the music is melodious and simple, yet containing many fine passages. "The Three Little Kittens of the Land of Pie," "The Seven Old Ladies of Lavender Town," and "Bobby Shaftoe" are our old friends of nursery days presented in a new form and served up in amplified style. The plots are well worked out, and doubtless will be utilized upon many occasions where simple entertainments are desired, as the little operettas are decidedly playable. We have seen nothing that has pleased us more for many a day.

THE CHILD-LIFE. Primary Reading and Education Chart. By Mary E. Burt. Boston: Ginn & Co. 50 pp. (30x36 inches.) Printed on tinted rope-manilla paper. Profusely illustrated in black and colors. Price, $20.00; with easel, $21.00.

This is one of the great departures of the day in school appliances. This Burt chart is the finest art work ever published for primary schools. There is in the fifty pages ample work for a full year's work. There are beautiful pictures for every subject introduced. The nature pages follow the seasons, and provide a large amount of good literature for the little people. The charts treat the following subjects in this order: Memory gems, drawing, a Madonna page, flying squirrel, the apple, the miller, phonics and word-building, manual training, a study of tools, a study of leaves, color page, the dog, the cat, the mouse, lakes, shadows, Millet's "Gleaner," seeds, trees, the rabbit, cleanliness, the cow, vegetables, the horse, winter, snowflakes, Christmas, the Nile, the moon, the elephant, the human body, George Washington, manners, politeness, spring, seeds, buds, birds, flowers, insects, the frog, time, punctuality, and letter-writing.

Miss Burt has made a specialty of the unique adaptation of the principles of the educational leaders. In this chart she claims to have adapted "the principles announced by Froebel, Herbart, and Socrates." A strange classification, this! And yet Miss Burt does not hesitate to take from each that which suits her purpose, making it all not only American, but genuinely her own, leaving the teacher free, at the same time, to exercise her individuality. Miss Burt has none of the elements of a disciple, though retaining all the essentials of loyalty. The instincts of leadership are keener than those of the follower. These charts present the best phases of her scholarship and genius.

LITTLE LESSONS IN PLANT LIFE FOR LITTLE CHILDREN. By Mrs. H. H. Richardson. Richmond, Va.: B. F. Johnson Publishing Company. Cloth, buttercup design. 123 pp. Price, 40 cents.

Mrs. Richardson is one of the best primary school teachers of the day, and out of her own life in the Springfield school, Richmond, a thorough familiarity with the best work as revealed at summer schools and in the books and educational periodicals, she has prepared an excellent working, every-day school book adapted to any of the lower grades in which plant life is studied for the first time. The illustrations are every way serviceable, the literary selections are interesting and suggestive, and the method of treatment is admirable.



The New Year.

GLAD New Year! O glad New Year!
Dawn brightly on us all,
And bring us hope our hearts to cheer,
Whatever may befall.
On thee, old year, O past old year!
Our lingering looks we cast,
Ere thou dost all our actions bear
Into the shadowy past. —Selected.

New Year Resolutions.

BY HELEN DEANE.

CLUCK, cluck, cluck, said a busy little hen,
A bright New Year is here again,
I'll teach my children to work this year,
Said this fat hen to her chicks so dear.



Quack, quack, quack, said a lively little duck,
The bright New Year must bring good luck,
I'll wash my face and I'll brush my clothes,
And swim my best with my little toes.

Meow, meow, meow, said some little kitties three,
Throughout this year we'll all agree,
We'll never scratch and we'll never bite,
But all this year we will do just right.

Peep, peep, peep, said a merry little bird,
A bright New Year is come, I've heard,
I'll learn new songs, and happy they shall be,
So sweet and clear, and so full of glee.

Bow, wow, wow, said a little dog of tan,
This year I'll do the best I can,
I'll mind my master, and do each day
The best I can in my very best way.

1, 2, 3, 4, 5.

ONE little kitten with a jingling bell;
Two little eyes, and—don't you tell!—
Three little bowls of milk up high;
Four little laps by the kitten spry;
Five little laps of the yellow cream;
Then comes the end of the blissful dream;
For one little maid, with two little hands,
Makes three little steps to the broom as it stands,
Gives four little stamps and five little blows,
And out of the door the kitten goes.
—Harriet Brewer.

Winter's Valentines.

CHILDREN, dear, do you know?
That letters hide in the sparkling snow?
Winter has written and hidden them there,
And left them to the brown earth's care.

These letters are dainty, snow-white things
That are sent by birds with shiny wings.
They come with love-thoughts to the flowers,
And help them pass their silent hours.

They tell of happiness, warmth, and love,
The shelter and care that comes from above.
These crystal valentines all of us know
Are the silvery flakes of the beautiful snow.
—Child Garden.

New Year's Gem.

"I'm little January; perhaps you do not know
How far I've come to see you, across the fields of snow.
Perhaps you weren't expecting I'd be so very small,
Perhaps you're almost wishing I had not come at all."
—Selected.

Our School.

BY BERTHA M. BEMIS.

[Tune: "Tramp, Tramp, Tramp."]

HERE we gather every day,
Here we study all our lessons o'er and o'er,
Boys and girls so glad and free,
And we're gaining fast the key
That's to be our own, you see,
That we're going to use to unlock Wisdom's door.

Chorus.

Tramp, tramp, tramp! as we go marching,
We are merry, glad, and free;
Just step in our schoolroom bright,
We are sure you'll like to come,
For a happy lot of boys and girls you'll see.

Though the lessons may be hard,
We are brave and we are strong,
And we'll never let them beat us anyway;
So we'll master every one,
Even if they are so long,
And we'll all grow better, wiser day by day.

We are soldiers of the school,
And we march in perfect time,
Always ready to obey each slight command;
And we mean to do our best,
Upward we will ever climb,
And we'll take the highest places in the land!

North, South, East, and West.

NOTE.—For four girls. North takes place on north side of platform and recites verse. South takes place in front, or at the side of North, according to the position of the platform, some distance apart. East and West, the same. When West has finished recitation they all turn join right hands in centre, and recite last verse in concert.

[North—Girl in white; white flowers.]

OUT from a tiny northern lake
The Mississippi flows;
Like some grand truth that gathers strength
And volume as it goes.
Oh, North, let this your emblem be:
This river, grand and strong;
Drink in the right, the truth, the light,
And wash away the wrong.

[South—Girl in rose color; profusely adorned with bright-colored flowers.]

Across the weary ocean
The Spanish ships sailed slow,
Upon one Easter Sunday,
Long years and years ago.
But perfumed breezes came to them
In the cool morning hours,
And soon they saw the welcome land,
The southern land of flowers.

[East—Girl in pale blue; blue flowers.]

To the eastern coast there came one day
A white-winged ship and a pilgrim band;
Though cold ice glittered along the bay,
And white snow covered the land,
They sang, and "the aisles of the dim woods rang,"
Where no Christian foot had trod;
And a prayer as pure as the frosty air,
And as free, went up to God.

[West—Girl in straw color; yellow flowers.]

Drake "went sailing out into the West,"
The West, with its wonders unseen, untold—
Sailed till he came to the beautiful bay
Of the future city of gold.
Little he dreamed, as he sailed away,
This voyager of old,
This grand wild coast would ring one day
With the cry of gold! gold! gold!

[All.]

United North, South, East, and West,
All make the land we love the best—
America! home of the free!
God grant her peace and purity.

—H. D. Castle, in School and Home.

The Stars.

WHAT do the stars do
Up in the sky,
Higher than wind can blow,
Or the clouds fly?
Each star in its own glory
Circles, circles still;
As it was lit to shine and set,
And do its Maker's will.

—Christiana Rossetti.

Teddy's Query.

ONE brother was tall and slim,
The other chubby and short—
Teddy sat looking at them one night,
Apparently lost in thought.
"Mamma," he asked at length,
"Which would you like the best—
precious me to grow north and south, like Tom,
Perhaps like Willie, from east to west?"

—A. F. Caldwell, in Youth's Companion.

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Her Grandpa.

MY GRAM'PA is a funny man,
He's Scotch as he can be,
I tries to teach him all I can,
But he can't talk like me;
I've told him forty thousand times
But 'taint a bit of use,
He always says a man's a "mon,"
An' calls a house a "hoose."

He plays with me most every day,
And rides me on his knee;
He took me to a picnic once,
And dressed up just like me.
He says I am a "bonnie bairn,"
And kisses me, and when
I asks him why can't he talk right,
He says, "I dinna ken."

But me an' him has lots of fun,
He's such a funny man,
I dance for him and brush his hair,
And loves him all I can.
I calls him Anjrew (that's his name),
And he says I can't talk,
And then he puts my plaidie on,
And takes me for a walk.
I tells him forty thousand times,
But 'taint a bit of use,
He always says a man's a "mon,"
An' calls a house a "hoose."

—Charles D. Stewart, in the Interior.

"We bring our heart's best offering,
As earth grows brown and sere,
To lay before the mighty King,
Who rules the rolling year."

Squirrel Town.

WHERE the oak-trees tall and stately
Stretch great branches to the sky,
Where the green leaves toss and flutter,
As the summer days go by,
Dwell a crowd of little people,
Ever racing, up and down—
Bright eyes glancing, gray tails whisking—
This is known as Squirrel Town.

Bless me, what a rush and bustle,
As the happy hours speed by!
Chitter, chatter—chatter, chitter,
Underneath the azure sky.
Laughs the brook to hear the clamor;
Chirps the sparrow gay and brown;
"Welcome! Welcome, everybody!—
Jolly place, this Squirrel Town."

Honey-bees the fields are roaming;
Daisies nod, and lilies blow;
Soon Jack Frost,—the saucy fellow,—
Hurrying, will come, I know.
Crimson leaves will light the woodland,
And the nuts come pattering down;
Winter store they all must gather—
Busy place then, Squirrel Town.

Blowing, blustering, sweeps the north wind—
See! The snow is flying fast.
Hushed the brook, and hushed the sparrow,
For the summer-time is past.
Yet these merry little fellows
Do not fear old Winter's frown;
Snug in hollow trees they're hiding—
Quiet place is Squirrel Town.

—Alix Thorn, in October St. Nicholas.

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A Famous Horse.

BY ALICE G. PATTEN.

NANCY HANKS was a wonderful horse in her day. So was the famous horse Bucephalus (Bu-ceph-a-lus), who helped Alexander conquer the world. So was that horse Pegasus, who had shining wings that bore him on high to heaven!

But I know of another horse more wonderful still. He could not beat Nancy Hanks on the race course, nor fly with Pegasus up to the clouds, and I do not believe he ever bore a hero like Alexander on his back; but I am sure of one thing,—he once carried some brave soldiers under his back, and helped to capture a mighty city. Now, how could a horse take a city, do you suppose? Well, this one really did, and I am going to tell you how.

A long, long time ago there lived a great and noble king whose name was Priam. He ruled over a city called Troy, and his people were called Trojans. You would have loved Priam just to see his sweet and gentle face. But he had a son whom you would have despised. This son's name was Paris. He had a face as beautiful as the morning, but his heart was weak and cowardly. And when a man's heart is wrong, you may be sure his words and actions will often be wrong, too.

So it was with Paris. He did a very wicked thing. (He deeply wronged a noble Greek king.) This brought grief and sorrow to his poor old father's heart and the horrors of a long war upon Troy. For all the other Greek kings and princes were greatly angered, and said they would punish this false Paris and all his countrymen. So they raised a large army and sailed across the blue waters of the Aegean (E-ge-an) to Troy.

Thus began the famous Trojan war. It had now lasted ten long years. Many of the noblest and bravest chiefs and warriors among the Greeks and Trojans had fallen. Yet Troy still stood untaken, and still the white tents of the Greeks lay stretched before its walls.

Once, indeed, the Greeks thought that they should surely take Troy. For you must know that the Trojans had a wonderful statue of Minerva. The story was that it had fallen from heaven, and that so long as the Trojans kept it within their walls, just so long their city would remain standing.

Now the Greeks said, "If we can only take this statue, Troy will be ours without any fighting." So two brave Greek chiefs secretly entered the city and carried off the statue.

But, alas! although the Greeks had taken the statue, for some reason or other they still could not take the city. Do you suppose it was because they had stolen the holy image?

Then, of course, the Greeks were very much discouraged. But they made up their minds to try once more. This time they decided to use stratagem, or trickery.

And now I know you are wondering what all this has to do with the horse. A great deal. This horse was the trick, and you shall see how the poor Trojans were deceived by it.

The Greeks built this horse of wood and set it up in their camp, directly opposite the great western gate of Troy. Then they all suddenly sailed away. Not a Greek was to be seen on all the broad plain.

How glad the Trojans were! They thought, of course, that their enemy had grown tired of fighting so long, and had at last gone off to their homes across the water. So the Trojans poured out of their city with songs and shouts of joy. And as they scattered through the plain, they said one to another, "There the Greeks stood in battle array." "Here the fierce Achilles (A-kil-les) stretched his tent." "There we could see the white sails of their fleet."

But, most of all, they crowded about the fatal horse. There it towered as big as a mountain, its mighty head stretching toward the sky, and seeming to look over their city walls, and down upon the roofs of their homes and temples.

While they were wondering where it came from, and what they should do with it, a priest named Laocoon (La-oc-o-on) came rushing from the city, crying, "What madness is this, oh wretched countrymen? Do you really think that the Greeks have departed? Do not believe in this horse! It is a trick of the enemy. For my part, I fear the Greeks, even though they bear gifts."

With these words Laocoon lifted his mightly spear and hurled it with all his strength against the horse. At that moment some other Trojans came up, dragging one whose hands were bound behind his back. Poor man! you would have pitied him, I am sure, with all your heart, had you seen his soiled and bleeding feet, his torn garments pinned together with thorns, and his long hair hanging uncombed about his pale, thin face and neck.

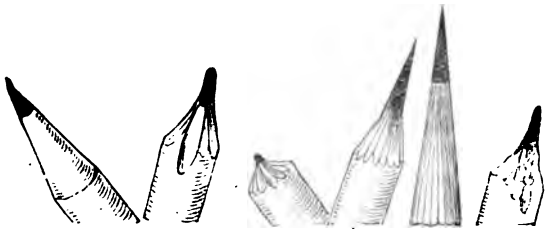
You may be certain that the Trojans were sorry for him, anyway, and their good old king Priam bade him not to fear, but to tell his sad story.

Then the man stretched his hands toward the sky, and swore that all he should tell would be the truth. He said that he was a Greek; that his name was Sinon (Si-non); that all the other Greeks had sailed home, but had cruelly left him to die at the hands of the enemy.

Now, the soft-hearted Trojans believed every word, and told Sinon he should suffer no harm, even though he was a Greek, if he would only tell them about the horse of wood.

So Sinon went on. "You remember," he said, "how one night your precious statue of Minerva strangely disappeared? Perhaps you do not know that two Greeks secretly took it from its sacred seat and set it up in our camp. Then we thought surely we should take your city. But we were terribly mistaken.

"Never shall I forget our terror at the strange actions of the sacred image. Three times it leaped from the ground, shaking shield and spear. Glittering flames flashed from its staring eyes, and the salt sweat poured



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down its limbs. Then we knew that we had offended the goddess Minerva, whose holy image we had thus stolen. And our soothsayer, or prophet, told us that we must seek the will of the gods in Greece. So my countrymen have sailed away to Greece in their hollow ships, taking the statue with them. But soon they will return. The gods will be on their side, and they will bring fresh troops to capture your city.

"Now, listen, while I tell you about this horse, and hasten to do as I bid, if you would be safe. Before the Greeks left they built this monstrous horse, thinking thus to please the angry goddess. And they built it so huge for fear you would drag it into your city. For the soothsayer had told them that once within the walls of Troy, it would take the place of the stolen image, and so your city would never fall."

At these words of the cunning Sinon the foolish Trojans vowed they would drag the monster into their city, if they had to tear down the walls. Just then a most dreadful thing happened, which made them even the more determined. For they saw two enormous sea-serpents dashing through the waters, raising their blood-red heads above the crests of the waves, and lashing the brine into foam with their tails. They turned neither this way nor that, but made straight for Laocoon, the priest, who had wounded the sacred horse. And first they coiled their slimy forms about the bodies of his two sons, and fed on their tender limbs. Then they seized upon the priest himself, and bound him fast with their immense coils, and buried their poisonous fangs in his quivering flesh.

When their bloody work was done, they glided swiftly away to a statue of Minerva (not, of course, the sacred image, for that the Greeks had), and hid beneath her feet and shield. Then the Trojans knew that the horse really was sacred to Minerva, as Sinon had said, and they made all haste to get it into their city.

They threw great rollers beneath its feet, and stretched a long cord from its neck. The gateway was too small. They tore down a part of their walls. Then, amid sacred songs of youths and fair maidens, they laid hold of the great rope. Silently the mighty horse began to roll towards the city. Four times it paused on the very threshold. Four times it sent forth a hollow groan.

Now, to pause or stumble at an entrance was always considered a very bad sign. But the heedless Trojans did not now stop for signs, good or bad. On they hastened, never stopping until they had set up the horse in the very centre of the city.

They sat up far into the night, feasting and rejoicing. Then there was silence throughout the broad walls of Troy. The bright stars looked down through the darkness and saw all the Trojans wrapped in slumber.

But at the dead of the night another light than that of the stars appeared in the west. A moment only it flared against the dark sky, but the watchful Sinon had caught the gleam. It was the light of a blazing torch,—a signal from the Greek fleet. Alas! for the poor Trojans. The Greeks had only been hiding on an island close by, and at the signal sailed straight across the narrow straits for Troy.

At the same time the wicked Sinon opened a secret door in the horse, and out came the Greek chiefs, armed from top to toe.

Away they sped to the entrance! They slew the guards and flung open the gates. The waiting Greeks rushed in. The unsuspecting Trojans were waked from their slumbers by the clatter and din of arms.

They sprang to the defense of their city, but it was too late. The gentle, white-haired Priam, their dear old king, was slaughtered at the very altar. Fires were kindled everywhere. Their grand old temples and palaces were burned to the ground. And when the morning star rose above Mount Ida, it looked down upon the smoking ruins of what had once been the beautiful city of Troy. So you see how a horse of wood really did capture a powerful city.



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The Eyesight of School Children.

The environment of school children, with regard to its influence upon their eyes, must be carefully studied. In the structure of the school building, as few obstacles to vision as may be should be permitted; ample illumination, whether natural or artificial, should be had from the left side of the desks; the desks themselves should be of such sizes as to permit the pupil's feet to rest firmly upon the floor; they should be provided with comfortable backs and slightly slanting tops, the latter placed at such distances from the eyes as to render sight easy without the close approximation of books; the blackboards, maps, etc., should be so situated as to to be readily seen; an erect style of handwriting, less irksome to the eye than the slanting characters, should be taught; and frequent changes of study or intervals of intermission should be secured, so as to avoid the harmful effects of continuous work of one kind.—From "Defective Eyesight in American Children," in Review of Reviews.

Questions.

Do I—

1. Speak in a loud or harsh tone?
2. Speak frequently to certain pupils?
3. Call upon the best pupils to recite oftener than upon the poor ones?
4. Spend too much time with the dull or lazy pupils?
5. Know beforehand exactly what I wish to do at each recitation?
6. Insist on neat work in everything?
7. Examine my pupils' text-books to see that they are not abused?
8. Keep my register neatly written up?
9. Obey and enforce the rules and regulations?
10. Follow the new course of study?
11. Do as well as I can?
12. Love to teach?
13. Strive to improve?
14. Enjoy the teachers' meetings?
15. Plan to attend any state meetings this year?—Midland Schools.

What the Little Pronoun Told Me.

I'm a little pronoun. My names are who, whose, and whom.

When I do something, people call me who. When I own something, people call me whose. When somebody does something to me, I am called whom.

If you see me, you may be pretty sure there is a noun somewhere around.

I'm not just a common pronoun; I'm a relative pronoun. All pronouns cannot have people with them constantly, as I can.

Sometimes I'd like to be by myself, as my Cousin I (who is a personal pronoun) can be.

I go with a very select set of nouns. They all tell about people, not mere things.

Sometimes ignorant people put me with those ordinary nouns that mean only things. But it is better not to do so, as I belong to persons only, not to things.

To think of it! I can go even with those very stuck-up proper nouns.

The noun I go with is called my antecedent.

I would give you a few sentences, and see if you could find me in them, but it is much better to let you make some for yourselves.—St. Nicholas.

Some years ago a clergyman visiting a ragged school in London asked a class of bright, mischievous urchins, all of whom had been gathered from the streets, "How many bad boys does it take to make a good one?" A little fellow immediately replied: "One, sir, if you treat him well."—Kindergarten Review.



Moonlight on the sea. There are pictures and dreams and castles in the air for the woman who sits and gazes out over it. Pictures of a happy home, dreams of a manly husband, beautiful castles to be built by the loving hands of mutual helpfulness and filled with healthy, happy children.

Almost without exception these dreams might become realities if mothers would only teach their daughters the most common sense facts about their own physical make-up, and advise them how to protect themselves from the perils of the three critical periods of their lives—puberty or maturity, motherhood and the "turn of life." Women at these times suffer from irregularities and weaknesses which, if neglected, will develop into dangerous diseases and make their whole lives wretched.

The delicate organs that make wifehood and motherhood possible, cannot be neglected with impunity. If they are neglected the result is unhappy wifehood, and motherhood will be a menace of death. Dr. Pierce's Favorite Prescription is an unfailing specific for all diseases of these organs. It restores them to perfect health. It promotes regularity of their special functions. It fits for wifehood and motherhood. It tones, invigorates and builds up the nerves that have been shattered by pain and suffering.

"For years my wife suffered from what the doctors called prolapsus of the uterus," writes Mr. Harry Chant, of 211 Haskell Street, Dallas, Texas. "She was nervous, had cold hands and feet, palpitation, headache, backache, constipation, a disagreeable drain, bearing-down pains and no appetite. She got so weak she could not get around. I am only a laborer, and was always in debt to the doctors, and all for no good, as none of them did her any good. She began taking Dr. Pierce's Favorite Prescription and it seemed to work like a charm. She has taken about thirteen bottles and is to-day as stout and healthy as any woman in the United States."

Behold—a Bear!

Mrs. Cameron's house at Freshwater, the rendezvous of many distinguished men and women, was, in some sort, the refuge of many whose heart's desire it was to know Tennyson. No one she could help was ever turned away; none willingly would she have left "out of the feast of life." With Tennyson she was on terms of friendly intimacy, being in her relationship with him, as in all other matters, a law unto herself. She could, and did, say anything to him, though always within the limits set by high-bred feeling and a heart that was never at fault. One day some American acquaintances of hers, visitors at Freshwater, went up to Farringford in the expectation of seeing Tennyson. But soon after they returned to Dimbola with a rueful tale of disappointment. "Oh, he won't see you?" she said. "Come with me!" And thereupon, hastily throwing on her shawl, she took them straightway to Farringford, entered the open hall door, and marched them into the drawing-room, where Mr. Tennyson and his wife were seated. "Alfred," she said, "these strangers come from a far country to see the lion of Freshwater; and," waving her hand, "behold—a bear!"—The Century.

A Queer Farm.

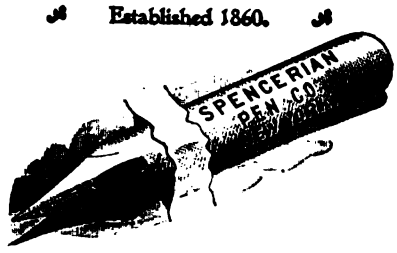
Doubtless you have heard of many kinds of farms, but a hare farm is something entirely new, and just why it should be called a farm is a question, for the hares live in the second story of a large wagon-house. This room is very large, and is divided into what we might call streets or avenues, with the hares' houses on each side. As the hares have all been born in this place, they seem quite as happy as though they were running about in the woods and through the grass. These hares are descended from a pair of Belgian hares, and resemble our wild rabbits, except that they are about twice as large.—Christian Union.

Whatever children read, let us see that it is good of its kind and that it gives variety, so that no integral want of human nature shall be neglected, so that neither imagination, memory, nor reflection shall be starved. I own it is difficult to help them in their choice when most of us have not learned to choose wisely for ourselves. A discriminating taste in literature is not to be gained without effort, and our constant reading of the little books spoils our appetite for the great ones.—Kate Douglas Wiggin.

We are indebted to Colley Cibber, not to Shakespeare, for "Richard is himself again."

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Red Ribbon Day.

Among the devices for promoting regularity in attendance, Red Ribbon day has few rivals in excellence. Red Ribbon day is the first Monday in each "school" month. On that day, in each building, all pupils, from the lowest grade to the highest, who have been neither tardy nor absent during the previous month, assemble in the principal's room. Upon each a knot of red ribbon is pinned as a recognition of his good record.

The number of "red ribbons" is recorded, and compared with the number received at the close of the previous months. If it is greater, there is a feeling of satisfaction, but if, from sickness or inclement weather, it is less, regret is very evident. Each grade contributes a song, declamation, or select reading to the brief programme. Sometimes one of the teachers adds a story. Then, with smiling faces, the pupils file back to their respective rooms. When school closes in the afternoon, the teacher takes charge of the ribbons, for they are worn only one day. But on the last day of school, the pupils who receive red ribbons keep them, and this serves as a special incentive to good attendance during the last month.

Pupils who have worn the red ribbon every month receive, on the day school closes, an honor card, which is signed by the superintendent and teacher, and states that the recipient has been neither absent nor tardy during the whole year. These cards are highly prized, and some pupils have been so fortunate as to receive them three or four years in succession.—Indiana School Journal.

Do not worry over "passing grades." Rather put this question to yourself: "Have my children improved in manliness and womanliness; are they more self-controlled?" This is the great test of the teacher's influence.—School Education.

Mistakes in School Management.

1. It is a serious mistake to neglect the details of school government.
2. It is a serious mistake to omit thorough yard supervision during recess.
3. It is a great blunder to stand too near a class.
4. It is a mistake productive of deceit and misrepresentation to have pupils report at the close of the day as to their conduct during the day, whispering, etc. (Ask your pupils their honest opinion as to their reports and practices.)
5. It is a mistake to censure each trifling error too severely.
6. It is a mistake to complain or grumble much.
7. It is a mistake to allow pupils to help each other.
8. It is a mistake for a teacher to be tardy, and then punish her pupil for being tardy.
9. It is a mistake to sit very much while teaching.
10. It is wrong to give a command when a suggestion will do instead.
11. It is a mistake to make spiteful remarks before the school about notes received from parents.
12. It is a mistake for the teacher to act in such a manner that the pupils will be impudent to her during the recitation.
13. It is a mistake to show temper in dealing with parents.—Colorado School Journal.

To the Educational Public: Our friends and patrons will be pleased to know that the demands of our increasing business in both Chicago and New York have compelled us to seek larger and better quarters. Accordingly, our Chicago offices have been removed to the Studebaker building, 378-388 Wabash avenue.

At New York, greater facilities for business being necessary, we have removed to 78 Fifth avenue. Occupying there an entire floor, our advantages for transacting business are greatly increased.

In this connection we wish to call attention to the fact that, owing to similarity of names, some of our friends have failed to distinguish between the Werner School Book Company and The Werner Company.

We are the Werner School Book Company, an organization entirely separate from The Werner Company. —Werner School Book Company.

Bees as Aids in War.

History records two instances, according to Whitely Stokes, in the London Athenaeum, in which bees have been used in warfare as weapons against besieging forces. The first is related by Appian of the siege of Themiscyra, in Pontus, by Lucullus in his war against Mithridates. Turrets were brought up, mounds were built, and huge mines were made by the Romans. The people of Themiscyra dug open these mines above, and through the holes cast down upon the workmen bears and other wild animals and hives or swarms of bees.

The second instance is recorded in an Irish manuscript in the Bibliotheque Royale, at Brussels, and tells how the Danes and Norwegians attacked Chester, which was defended by the Saxons and some Gallic auxiliaries. The Danes were worsted by a stratagem, but the Norwegians, sheltered by hurdles, tried to pierce the walls of the town—when, "what the Saxons and the Gaedhil, who were among them, did was to throw down large rocks, by which they broke down the hurdles over their heads. What the others did to check this was to place large posts under the hurdles."

What the Saxons did next was to put all the beer and water of the town into the caldrons of the town, to boil them, and spill them down upon those who were under the hurdles, so that their skins were peeled off. The remedy which the Lochlans applied to this was to place hides outside on the hurdles. What the Saxons did next was to throw down all the beehives in the town upon the besiegers, which prevented them from moving their hands or legs, from the number of bees which stung them. They afterward desisted and left the city.

Edward Coke, the English jurist, was of the opinion that "A man's house is his castle."

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Questions.

The following list of questions was prepared by Superintendent C. H. Morrill of Ft. Madison for his own teachers:—

1. Is the noise in my room orderly or disorderly?
2. Am I interrupted by questions and raising of hands during recitations?

Do my pupils—

3. Ask needless questions?
4. Attend quietly to their own business during school hours?
5. Go to other rooms while school is in session?
6. Pass out oftener than is necessary?
7. Keep their desks in order?
8. Shake ink upon the floor?
9. Rise, stand, and sit properly?
10. Take and keep good positions in writing?
11. Read with expression and fluency?
12. Always know exactly what I wish them to do?
13. Do they do it?—Midland Schools.

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—Rational Elocution.

It gives us pleasure to inform you that we have opened a Western office of our Educational Department at 334 Dearborn street, Chicago, which will be under the management of Henry M. Echlin. In establishing this new office, it is our intention to provide in a better way than ever before for the accommodation of our patrons in the West. The necessity of having such new facilities has also been caused by a rapid increase in the number of our school and college text-books, as well as by plans for publishing many important new books in this field.

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My heart grows weak as a woman's,
And the fountains of feeling will flow,
When I think of paths steep and stony
Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them,
Of the tempest of fate blowing wild;
Oh, there's nothing on earth half so holy
As the innocent heart of a child.

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An Anecdote of Lincoln.

"I believe I'll sit down," said Stanton, "and give that man a piece of my mind."

"Do so," said Lincoln, "write him now, while you have it on your mind. Make it sharp; cut him all up."

Stanton did not need a second invitation. It was a bone-crusher which he read to the president.

"That's right," said Abe; "that's a good one."

"Who can I get to send it by?" mused the secretary.

"Send it!" replied Lincoln; "send it! Why, don't send it at all. Tear it up. You have freed your mind on the subject, and that is all that is necessary. Tear it up. You never want to send such letters; I never do."—New York Herald.

Words Never Known Too Well.

To, too, two.	Dear, deer.
Their, there.	Ours, hours.
No, know.	Sea, seen.
Which, whose.	So, sow, sew.
Chose, choose.	Piece, peace.
Loss, lose, loose.	Die, dye.
Should, would.	Sent, cent, scent.
Were, where.	Be, bee.
Straight, strait.	Four, fore.
Won, one.	Bear, bare.
New, knew.	Hail, hale.
Ate, eight.	Vane, vein, vain.
Blew, blue.	Told, toled, tolled
Earn, urn.	Write, right, rite,
Bow, bough.	wright.

Wrong, enough, twelfth, ninety, stitch, scissors, with, any, been, close, every, evil, friend, field, pencil, truly, wholly, said, good-by, does.

There is more Catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatment, pronounced it incurable. Science has proven catarrh to be a constitutional disease, and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, is the only constitutional cure on the market. It is taken internally in doses from 10 drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials. Address,

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What They Like.

Superintendent Grawn of Traverse City issued questions to the pupils in the sixth grade in the Central, asking what books they had read since September 1st; what one they liked best, and why, and what book they would buy if they had the opportunity. There are forty pupils in the room, and the answers shows that the boys have read ever twice as many as the girls, eighty-six to forty. The favorite books among the boys are "Tom Sawyer," "Robinson Crusoe," "Huck Finn," "Black Beauty," "Little Lord Fauntleroy," "Uncle Tom's Cabin," and "Under the Lilacs." The girls prefer "Little Men," "Tom Sawyer," "Little Lord Fauntleroy," "Under the Lilacs," "Uncle Tom's Cabin," and "The Wide, Wide World."

The pupils in the seventh grade in the Central were asked what studies they liked best or least, and why, and what ones they would drop, if they followed their inclinations. The favorite ones seem to be arithmetic, history, and music, and out of the six or seven pursued, few would willingly drop any.

Hints For Teaching.

For geography.—International trade or commerce is an interesting and practical subject. What does our country buy of the other countries of the world, and what do they buy of us? Reciprocity treaties should be considered in this connection.

The different nationalities form excellent lessons in geography,—so do the races. Write out the names of countries inhabited by each race. How are the savages of Europe, Asia, and Africa distinguished from those of America? In what countries besides Ireland and America will you place the Irishman? Where does the black Caucasian belong?

Note the countries to which the well-known animals belong. In what countries do you place the horse? Why not in all countries? Where are no dogs found—no snakes? Give reasons. These exercises will awaken thoughts, and lead pupils to study geographical principles.

Make relief maps of countries, show how mountains have laid the foundations of nations, and the distribution of animals and plants.

Relief maps can be made with pulp, and very beautiful ones by mixing salt and flour moistened with water.—Intelligence.

Relief for the little ones? Try this, when you wish to give them a simple exercise in gymnastics of a few moments' duration. It is simple, and may help you if you haven't a book on physical exercise at hand:—

1. "Right (left) foot forward place!" "Foot replace!" etc. The foot is moved forward, just as it is moved in walking; angle of feet unchanged.

2. "Hips firm!" "Head backward, bend!" "Raise!" etc.

3. "Arms forward, stretch!" "Downward, stretch!" etc. From "upward bend" the arms are thrust directly forward, parallel and, shoulder high, palms in.

4. "Arms upward, stretch!" "Heels raise!" "Sink!" etc. "Arms downward, stretch!"

5. "Arms forward, bend!" "Arms sideways, fling!" "Bend!" etc. The arms are extended with a snap to "sideways," and then returned to former position.

6. "Hips firm!" "Right (left) foot forward place!" "Trunk backward bend!" "Raise!" etc. "Position!" The command "position" always means return to the position of attention at once, on the count.

7. "Arms sideways, stretch!" "Feet sideways, place!" "Trunk to right (left) bend!" "Raise!" etc. "Position."

8. "Mark time, mark!"

9. "Arms forward—upwards, raise!" "Sink!" "Inhale!" "Exhale!"—Western Teacher.

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4. That after said inquiry the committee proceed at once to correct errors, supply omissions, improve character, and do something.

5. That if it is necessary during the coming year to find fault with others, that I first correct all faults in myself—"Casting the beam out of my own eye," that I may "see the mote in my brother's eye."

6. That, as a member of the family, I will consider the tastes, wishes, interests, and happiness of others as being of pretty much the same value to them that mine are to me.

7. That, as a member of the Order, I will try "lifting" instead of "leaning," helping instead of hindering, bringing in members instead of complaining of some who are in; doing something instead of everlastingly talking of what ought to be done and isn't.

8. That, as a member of the church, I work more at the religion I profess, and fault less the brethren, whose burdens I have promised to bear, inasmuch as heaven is gained, not by what we say, but by what we do.

That, as a man of affairs, I will stop talking of dull times, poor business, hard luck, etc., inasmuch as some may think it is I who am dull, whose business methods are poor, and that my luck is not a degree harder than I deserve.

10. That, as a citizen, I will speak well of my country, interest myself in her affairs, advance, to the extent of my personal influence, all enterprises that are for the benefit of the place where I have my citizenship, and live all round more of that righteousness that exalteth a nation.

11. That I begin now working on those resolutions, and that as often as I am threatened with a lazy fit—I count 100 "tick-tocks" of the clock. Time is capital.

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Will be treated from time to time by Professor E. B. TITCHENER, of Cornell University.

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REES.

AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 6. FEBRUARY, 1898. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

This is Arbor day number.

The need of the hour is "balance."

The root idea of education is self-control.

Boston primary grade teachers receive $936 salary.

San Francisco primary grade teachers receive $996.

"He that plants trees loves others better than himself."

The National Association will meet in Washington July 7 to 12.

Material for Lincoln day and Washington's Birthday appeared in January issue.

Arbor day should inspire to a love of trees, as well as instruct in a knowledge of them.

The American Institute of Instruction will meet at North Conway, N. H., July 5--8.

All honor to the Times-Herald of Chicago for its leadership in the primary teachers' struggle for a living salary.

"The Volume of Proceedings" of the meeting of the N. E. A. at Milwaukee last July is published. It is a great book.

The Little Folks' Budget, by Marie Irish (Chicago, T. S. Denison, price, 25 cents,) is composed of exercises and recitations for "tiny tots."

The New England Publishing Company, 3 Somerset street, Boston, has issued "Washington's Birthday Exercises," by Ella M. Powers. Price, 20 cents.

The best course of study and manual for a rural township is that of North Huntington, Westmoreland county, Pennsylvania, Otis H. Warnock of Larimer, superintendent.

It is of much greater importance that the teacher have perfect health than that she "professionalize," but, having health, she should look after her professional characteristics.

Dr. W. R. Harper is to preside over the commission to investigate the Chicago normal school. Colonel Parker has nothing to fear from an investigation conducted by President Harper.

The vertical writing excitement seems to have been largely transferred to the discussion of the width of the page,—the old width, the note paper width, and the "about seven inches" page.

Instead of ordering the report of the Committee of Twelve from Henry Sabin, Des Moines, Iowa, those who desire it should obtain it of President Irwin Shepard, Winona, Minnesota, at the rate of twenty-five cents a single copy, postpaid, twenty cents in packages of ten or more, express prepaid, and fifteen cents in packages of fifty or more, F. O. B., Chicago.

"Nature Study in Elementary Schools," by Mrs. Lucy Langdon Williams Wilson, Ph. D., Philadelphia training school, is the great nature book of the season. The Macmillian Company, New York.

The A. I. I. is fortunate in the choice of North Conway for July 5-8. The drives from North Conway in all directions "are not to be equalled for beauty and charm in any other place in America." Barge and tally-ho drives are inexpensive and delightful.

Child-study has two distinct features, observation and inference. We are much more likely to agree in observations than in inferences. A certain amount of training is necessary to make a good observer, but training and natural aptitude are needed for valuable inferences.

In December few Chicago authorities seemed to get time to have an opinion on the increase in primary teachers' salaries. In January every one seemed always to have been in favor of the increase. The holidays or the New Year must have had a surprising effect upon Chicagoans.

"Curfew" should ring in every city and town. Children under fifteen years of age should be indoors evenings after 9 o'clock in summer and 8 o'clock in winter, unless accompanied by responsible seniors or out on errands. It is working well in Lincoln, Neb., Omaha, Denver, Pueblo, Kansas City, Des Moines, Topeka, and more than 300 other towns.

It is now fairly well established that almost invariably "dull" boys and girls give definite evidence of brain-disorderliness—slouching, listlessness, inaccuracy in action, and in looking—which may be removed by good physical training. Nearly all "dull" pupils will become fairly bright and quick if they are well treated in physical training. Without this they go from bad to worse.

The Harvard school, Cambridge, Mass., raised $200 and more by ten cent admissions to a great geography exhibit in the school hall, January 8 and 10. It was by far the best local display of minerals, coal, mineral manufactures, woods, food plants, animal foods, fabrics from vegetables, fabrics from animals, products of nearly every country in the world, souvenirs from every large city, historical collections, fruits, and grains. There were 100 beautiful large photographs and a thousand other geographical pictures. The proceeds are to be used in the purchase of lantern slides.

Theodore B. Noss of California, Pa., normal school has issued a convenient "Child Study Record," in which the teacher is to enter her studies of the physical life in five divisions and seventeen sub-divisons, mental life in nine divisions and thirty-five sub-divisions, and the moral life in seven divisions.

The American Primary Teacher most certainly hopes that the primary teachers of Chicago and everywhere else will have the same pay as grammar grade teachers, and it is sure that the day is not distant when justice in this regard will be done. May there be no mistake in the present crusade for justice.

There is no question but that primary teachers are to have their salaries raised to correspond with those of the grammar grade teachers. There is not one argument that can be put forth against it, and there should be a way of trying to get equality that will delay the accomplishment of indisputable justice.

The primary grade teachers of Chicago have made a great fight for a rise from $850 to $1,000 salary. It will mean an increase of about $100,000 a year for three years, and after that a salary roll of some $300,000 more than at present. The best feature of it is the fact that the entire city and the board of aldermen seem to have been with them from the first. Justice appeals to all classes.

It is "quite the thing" in many cities and towns that have large public libraries for the books to be sent to the school by messenger once a week. This was considered a great advance at first, but now some principals call it in question right sharply. One principal has made a test. Of the eighty-five families represented in two rooms but twelve had used the library before the books were left at the school. Then the number increased to twenty-three, but after the children left school and some one had to go to the library, practically all of them ceased to take books. Whether the library use of books was considered a school affair, to be dropped "with the education," or whether they thought it too much of an effort to go for them after the books had been brought to them, is not known. Someone has suggested that people will insist that books be delivered at every house as the mail is.

AMY WITHROW'S EXPENSES.

Amy Withrow is a primary grade teacher in Chicago, Thomas Chalmers school. The maximum salary of the grade is $850. She has published in a leading Chicago daily her actual expenses for 1897. We are assured that this is in no sense "loaded" or varied for publication, and that it fairly represents the average year with her:—

Board $5 per week	$260
Lessons, lectures, and educational literature	80
Dues and car fare for teachers' societies	6
Trips for health and education	50
Doctor's bill	25
Toward a young friend's education	25
To the church	115
Household supplies	25
Life insurance	30
Teachers' pension	7
Clothes	70
Sundries	20
Total	$713

Our own investigation along this line leads to the remarks that her board is less than that of any primary teachers whom we know in cities that pay that salary, and her contribution to the church is above the average woman teacher of our acquaintance, otherwise there is nothing unusual in the list of expenses. It is worthy of note that, aside from educational travel, her professional expenses, $86, are a tenth of the salary, her clothes but about eight per cent., and the church fourteen per cent.

PRIMARY SCHOOL CORRELATION.

A little seven-year-old boy, a year and a half in school, recently brought home as a school exercise of his own, written in a clear hand, the following. Three words only were misspelled. The grammar speaks for itself. Not a word is changed except in three spellings. Note how many different things he remembered of what he had been taught:—

DECEMBER.

The month of December was quite a pleasant month; it had five sunny days, seven rainy, fifteen pleasant, and four cloudy.

December had thirty-one days in it.

The highest temperature was 50 degrees; the lowest temperature was ten degrees.

The wind was mostly northwest.

The sun rose the first of the month at 6.55 and set at 4.13; sun rose at the last of the month at 7.14, and set at 4.22.

The full moon was the 8th, the last quarter was the 16th, the new moon 23d, and the first quarter on the 30th.

The morning stars were Mars, Jupiter, and Saturn. The evening star was Venus.

John Greenleaf Whittier was born December 17, 1807.

Christmas came on Saturday, the 25th, 1897.

My best present was a ————.

BUTTER MAKING.

Our little kindergarten daughter reported one recent autumn day that she had made butter at school. This was promptly called in question by some of the household, when she told a story "as straight as a line," and emphasized it so effectively as to leave no room for doubt. This was as good oral language work as I have ever seen. A little inquiry brought out the fact that she had first told one of her playmates about it, then an older brother, so that she certainly described the process three times from interest in it, and to listeners who were interested. Such language work is genuine. The story as she told it was this: The teacher had brought to school by the milkman the previous day a can of milk—four quarts; she brought a pan herself and put the milk in the pan in the slightly-raised window, leaving it there over night. The children were much interested in the changing color of the top of the milk. The next day the teacher "took off" the cream on top and put it in a glass fruit jar. Then the teacher shook it a little, then each child shook it, then the teacher shook it again, and after that each child again until the cream was changed to "bright yellow bits of butter" and some "bluish-like white milk." The teacher took out the butter and patted it a little and then put it on some salted crackers and every child had a cracker and "some of the butter that we made."

We present as our Supplement with this number illustrations of representative trees of their species. This will be helpful for use with the Arbor day material.

Valentine's Day.

SUGGESTIONS FOR ST. VALENTINE'S DAY.

BY HELEN DEANE.

IT is appropriate that St. Valentine's day be observed in the schoolroom. Impart so much of the true thought and loving consideration that the ridiculous, comic, or sentimental side shall possess no attraction.

Ancient Customs.—Since the year 1476 St. Valentine's eve or St. Valentine's day has been observed.

The merriest of these days were in England, Scotland, and parts of France.

Sometimes the names of friends were written on slips of paper, and these were placed in a box and then



[Pink cardboard cut in heart shape. Fringe of silver and pink paper pasted on edge at back. Birds in white, tiny heart of silver, letters of silver or Chinese white.]

drawn. The person whose name was drawn became one's valentine for at least a year, and sometimes for life.

No one knew what name would be drawn, and it seems a strange way of choosing friends.

Sometimes one would announce to another that he would be her valentine.

There was also a custom of drawing mottoes.

These were written upon slips of paper, rolled up very tightly, and then drawn by the people present.

Each one was expected to follow the advice given in the motto.

In some places gifts were sent, and in many instances these were rare and costly. These letters, cards, verses, or gifts were carefully placed in bright packages; sometimes they were done up in colored papers and carefully scented. The children were especially happy, for a message or gift was sent to each child, rich or poor, high or low; all received some token of love, consideration, or kind thought. One pretty old-fashioned custom was to leave a valentine on some one's doorstep, ring the bell and disappear.

Many people believe that on St. Valentine's day the birds choose their mates for the year, then together they plan to build their homes. Birds have always been seen on many of our valentines.

SUGGESTIONS FOR MAKING VALENTINES.

After the children have heard of St. Valentine and the old customs they will be anxious to make and give some love tokens. The best are those that come from one's hand and heart, and the little ones can easily make some. Scissors with which to clip pictures, paste, colored pencils, brushes, and fancy papers will do wonders.

Perhaps one child has two or three pretty cards; these may be tied together with ribbon and a message written on the back.

A blank piece of cardboard may be cut in the shape of a horseshoe, heart, or clover leaf, a violet, pansy, or a bird may be pasted upon it and a kind thought written beneath. Even a pretty picture in a box is acceptable. The thoughts may be simple. "With Loving Wishes," "From a Dear Friend," may be suggested and the children will think of more.

"This little card so dainty,
So snowy white and fair,
Brings peace and loving wishes
For God's great love and care."

This little gift so precious
Is from a friend of thine,
Who wishes thee great happiness,
And sends this valentine.

The children will cut, fold, and paste their own envelopes, and very mysterious it all is, for of course no name is signed.



[Green cardboard cut in the shape of a clover leaf. Snowdrops of Chinese white (brush work). Letters of gilt.]

If some pupil should be absent or sick, encourage the class to give, make, or buy as pretty a valentine as is possible. This should be sent "With the love of the school." Such a valentine would give more real pleasure than all the others.

A little girl received one last year that said:—

"We send you this sweet valentine
Your good, true heart to cheer,
And may the happiness it brings
Be with you all the year."

—From loving friends at school.

GAMES FOR THE CHILDREN.

After the children have made their valentines they may march about and drop them into a letter-box (basket or box), or into the post-office (teacher's desk). They may sing to the old air the following:—

O now we'll mail our valentines,
Our valentines, our valentines,
O now we'll mail our valentines,
So early in the morning.

All may be seated. A mail-carrier, or postman, (previously appointed) walks in with his mailbag and collects the valentines at the mailbox. All sing:—

And now here comes the postman gay,
The postman, gay, the postman gay,
And now here comes the postman gay,
So early in the morning.

And now he fills his mail bag full,
His mail bag full, his mail bag full,
And now he fills his mail bag full,
So early in the morning.

The postman may carry the letters to the main office (which is the teacher's desk).

Appointed letter-carriers may distribute the mail in various districts or streets (rows).

While this is done the school sings:—

Oh, yes, we all have valentines,
Valentines, yes, valentines,
Oh, yes, we all have valentines,
So early in the morning.

Give each child the privilege of guessing once from whom the valentine was sent.

The children may write their names, place them in a box, draw and find out who is to be their good friend for one year.

Mottoes may be written and drawn. If in the country the old-fashioned custom of leaving pretty little gifts, messages, or valentines at the doors may be enjoyed.

THE WORST BOY IN SCHOOL.

HE was about the worst boy in school, and the teacher had punished him again and again, until she had begun to consider him in the light of a natural enemy, and she felt that the boy's feeling for her must be almost one of hatred. So it was in the nature of a surprise when, in view of the approaching holiday separation, other boys of the school brought to her desk little gifts of remembrance, to have the bad boy approach with some hesitation and place a box of candy on her desk.

"But I don't think I can take it, Tom," she said. "You have been too bad a boy; you have seemed to do everything you could to displease me."

"Oh, please take it, Miss Blank," said the bad boy in entreating tones. "I worked after school hours to get the money to get it."

And someone felt tears coming very near the surface then, for the bad boy was a poor boy, and had not so many pleasures in life that he could be expected to sacrifice any of them for anyone.—School Board Journal.

SUGGESTIONS FOR CLASS-TEACHERS OF DRAWING.

BY HENRY G SCHNEIDER,
Drawing Master, New York City.

1. Pencils.—(a) Do not sharpen freehand drawing pencils on the machine; just cut wood away from lead; (b) Appoint two monitors to see that pencils are ready the afternoon previous to day of lesson.

2. Insist upon a broad, light gray line.

3. Every line to be drawn only after thought of its direction and location of its beginning and its ending, if straight; of one or more points, if curved.

4. Insist upon rapidity of execution when these points have been determined.

5. If necessary, practice moving arm over points without touching paper until a correct idea of its direction is obtained.

6. Never tell the proportions of the figure. Question until the scholar tells you what they are.

7. Insist upon careful thought before accepting any answer or any stroke on the paper.

8. Keep in mind the object of lesson, which is not to secure a good drawing, but to train the mind, eye, and hand.

9. When the lesson is over, have scholars write carefully and with best arrangement: (a) Name, class, date, age; (b) Time required for execution; (c) Name of figure or of its parts. Keep these words on spelling list.

10. Every drawing to receive a mark. Arrange drawings in five heaps: 1. Excellent; 2. Good; 3. Fair; 4. Bad; 5. Very Bad. Arrange drawings in each heap in order of excellence and begin with suitable mark for worst. All drawings receiving less than 6-10 to be re-drawn before next lesson.

11. These second drawings to be preserved with the first.

12. Each drawing then to be returned to scholar's portfolio, to be made from old copybook cover or paper of any kind.

13. Teacher (1) to keep a record of lesson in note-book, (2) to preserve a diagram of each step of lesson, and (3) to have scholar make charts of, at least, three stages of every drawing for classroom.

14. Scholars to be practiced at home in memory drawings of class-room work.

15. Leaves and flowers to be those of plants in classroom, and, where practicable, to be in hands of scholars as pressed specimens.

16. Study grade requirements; also those of grade below and grade above. Any suggestions the teacher can make will be thankfully received by special teacher of drawing.

17. Note any particulars as to difficulties encountered in drawing the figure, and the means taken to avoid and overcome the same, in the notebook kept.

18. Encourage the scholars to use their power to draw in other subjects, as diagrams in arithmetic, illustrations of compositions, illustrations of reading lessons, maps of geography and of history.

19. In all drawing position of paper to be such that arm resting on desk can move pencil freely in every direction over every part of the paper.

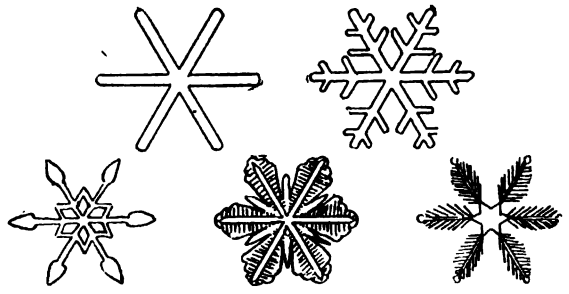
20. Try to make the drawing increase the child's power,—power to think, power to observe, and power to do.

SNOW, RAIN, AND CLOUDS.

BY ELLA JACOBS, PHILADELPHIA.

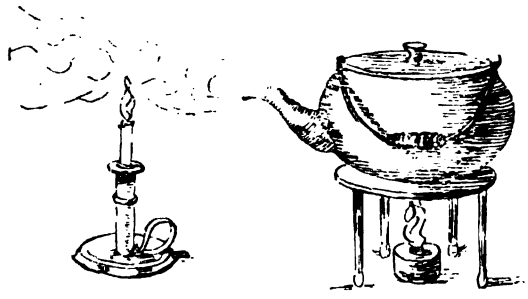
"The poorest twig on the elm tree
Was ridged inch deep with pearl."

NATURE is not exhausted, glance out of doors now; she is furnishing you with an abundance of material for many interesting talks and lessons, for it is snowing! Catch a few flakes on a piece of black cloth. To those who have never done this, it will be a revelation, a glimpse into fairy land. A magnifying glass will reveal more fully the various delicate shapes of these lovely stars, perhaps unnoticed before. Although there are over a hundred varieties of the snow crystals, notice that they are always six-pointed. The most common shapes are here illustrated.



Where do the snow flakes come from? Why does it only snow in winter? These are the two most vital questions. Snow comes from the clouds, and is really frozen vapor. But to explain it thoroughly to the children we must begin at the beginning, and in a series of illustrated lessons tell them and show them the history of a drop of water.

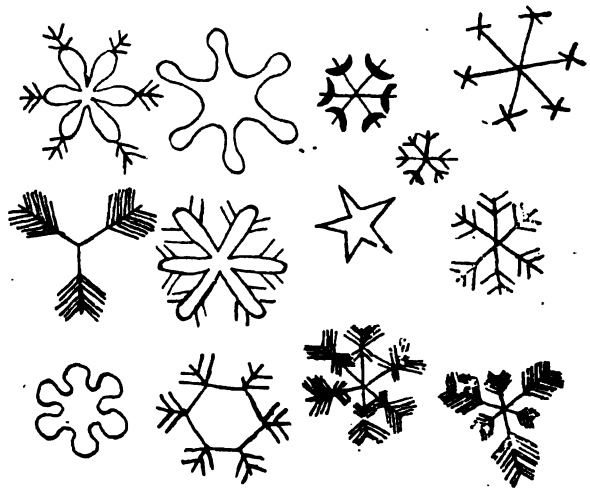
Have a kettle filled with water, and place it over any kind of lamp or stove that is practicable in the classroom. As the water heats, let the pupils notice that all the drops of water seem excited and are moving hurriedly around; as the water boils, notice the vapor which escapes from the spout of the kettle. Let them observe that quite close to the spout there is no vapor; it appears like an empty space. Have some one hold a plate in this little cloud of steam; see how quicky it becomes covered with small drops of water. Dry the plate and hold it this time nearer the spout, in what seems to be empty space. Little drops of water appear on the plate again, showing that the space was not empty, but was filled with invisible vapor, or steam.



How heat affects water.

Now the children are curious and excited, and their questions come rapidly. Try to make them answer their own questions from their observation, as far as possible, and let us explain carefully.

The heat from the fire under the kettle has heated the water nearest the bottom; warm objects are lighter than cold ones and always rise, so, as the drops of water get hot they force themselves up to the top, and the colder drops on top fall down to take their place. As these are heated, they in turn rise, and so the bubbling and rising continues, and we say, "the kettle is boiling." At last the water all becomes so hot and so light that it cannot stay in the kettle. Sometimes it will lift the lid in trying to escape, but usually it comes sailing out of the spout in very fine particles, for the heat separates the water into such very, very small drops that we cannot see them, at first, when they are close to the spout. This is called steam, invisible vapor, or water dust, but as this moves on it touches the cooler air of the room and is partly condensed, or comes together again in very small drops, but plainly visible, although its form is not liquid, but what we call vapor. It looks like a cloud; it really is a small cloud. Now take another spirit lamp, or candle, and hold it under this cloud; the cloud vanishes, because the heat has changed it back into the invisible water dust.



Now the air all around us is filled with moisture. When wet clothes are hung on the line they dry because the heat of the air absorbs the water, and the tiny particles are wafted up in the air. Of course, on warm, sunny days clothes will dry more quickly than in damp, cold weather. The heat of the sun also draws up moisture from the ground, and tiny particles of water from rivers and seas. When a great deal of this gets up very high in the air it becomes chilled, and then we see clouds in the sky. Clouds are seldom more than ten miles away, oftener they are nearer, and on a foggy morning they are quite close to the earth.

Suppose these light, white, fleecy clouds are sailing along and they suddenly meet a very cold draught of air? What happens then? Just what occurred when the cold plate was put in the cloud of vapor. The little drops become cold, they are blown together and form large drops, these large drops are too cold and too heavy to float in the air, and down they fall, pitter patter, all over the ground, and the children say, "Oh! it is raining!"

But if these clouds should meet with a very cold blast of wind the water would freeze and come down to us as hail. We usually have small hailstones in winter, and the hail generally comes after a snow storm. In summer we sometimes have a shower of

large hailstones, which shows that the air way above us has become suddenly cooled, and has struck against a cloud.

But what makes it snow? Only a little difference. Sometimes when the invisible vapor, or water dust, is floating in the air, it suddenly meets a very bitter current of air; before it has time to cool slightly and become a cloud, it freezes, a new force of nature works upon it—cohesion. In a wonderful way the tiny, invisible particles of water dust are drawn together in regular order and frozen, making them into beautiful snow crystals or stars. As these flakes are heavier, they drop softly down to the earth, and then the happy children delight in a snow storm.

You can illustrate the principle of cohesion, and explain about the formation of crystals, by showing the class a piece of sugar rock candy. Another way is to fill a tumbler with water and place in it as much salt as the water will dissolve. Let this stand in the room, and from day to day the children can notice the formation of the dainty salt crystals. For variety you can use two tumblers and color the water of one with a little blueing, or pulverized crayon of any preferred color, and the result will be both pleasing and instructive.

What becomes of all the rain and snow that falls to the earth? A great deal of it is absorbed; goes into the ground to water and nourish trees, flowers, and plants; some helps to fill up streams and rivers; we drink a little of it. But how do we get more clouds and rain? It is but a repetition; every day when the sun is shining the air is warmed, the surface of the earth is warmed, and the surface of the water is warmed, also, and the tiny particles of moisture, too small for us to see, mount upward and onward through the air until they become clouds again.

It can easily be shown that there is moisture in the air. Fill a pitcher with ice water; be sure that it is dry on the outside. You know, of course, that the water could not soak through a china pitcher, yet you will soon notice tiny beads of water on its surface. Where did it come from? Think of the experiment with the plate and the kettle, for it is nearly the same thing. The outside of the pitcher has become suddenly cooled, so cold that it cools the air around it. As the air is cooled the moisture, invisible before, becomes heavy and forms in visible drops on the outside of the pitcher. These drops become larger and finally run down the whole surface. So we learn that vapor is constantly leaving the surface of the earth, floating upward, becoming clouds, and returning to us again, according to circumstances, in the form of either rain, snow, or hail.

When snow melts in the warm sun, and yet the weather is cold, it sometimes trickles down slowly and drops of water will freeze again and form, not snow, for snow is not frozen drops of water, but it will form into lovely icicles. Sometimes these icicles seem to shrink away gradually without melting. They really do melt, but very slowly. The warm air around them takes away tiny particles which float off in the air as water dust.

Did you ever go out into the garden, on a summer morning, and see the grass and flowers covered with glistening dew, looking like "a million little diamonds sparkling in the trees." Have you wondered where these fairy jewels come from? Let us find out. At the close of a warm day, when the sun has set, it usually grows a little cooler. Now, as we have seen, the cold air is heavier than the warm air, hence it sinks to the ground. As it gets near the earth it cools the atmosphere, and naturally the moisture increases. The little particles of vapor become so heavy that they form in little drops of water on the grass and flowers. If the weather turns suddenly much colder, the vapor freezes before it forms into drops, and, as in the case of snow, the particles freeze and we have the lovely, delicate hoar frost. These same reasons will account for the windows of a room sometimes being steamed and sometimes covered with dainty lace-like patterns, upon which we can trace out forms of leaves, flowers, clouds, castles, all showing us that in summer or winter, day or night, nature is never idle, but is always doing something useful, wonderful, and beautiful to delight the children of men, who should notice and read her ways.

"Then Nature, the old nurse, took
The child upon her knee,
Saying, 'Here is a story-book
Thy Father hath written for thee.'"

Questions for the Children.

Who laid the Atlantic cable?
Who is the president of the United States?
Who is queen of England?
What is the king among animals?
What do we mean by a World's Fair?
What is a biped?
Name the states that do not border on salt water.
What is the largest city in the world?
How do business men in cities talk to other business men who are some distance away?
Name the direction of your home from the school.
Draw a plan of your teacher's table.
In what county do you live?
In what country do you live?

Little Victoria's Letter of Thanks.

[For Reproduction.]

A FRIEND at one time sent a package of toys to the palace for the princess. The little Victoria was eight years old, and wrote a letter of thanks. This letter has been preserved. The writing is clear, and the paper looks very neat; all the words are spelled correctly. Here it is:—

Kensington Palace, 15th Jan. 1828.

My dear Lady Downshire,
Dear Mamma allows
me to have the pleasure of
thanking you myself for
all the very pretty things
you and Lady Mary
have sent me.
Pray give Lady Mary
my love, and with
mamma's best regards;
Believe me,
My dear Lady Downshire
yours very sincerely
Victoria.

Arbor Day.

ARBOR DAY PROGRAMME.

BY ELLA M. POWERS.

FOR PRIMARY GRADES.

ENLIST the assistance of the children. They will help decorate the room with blossoms, sprays, and branches.

A jardiniere may be placed upon a stand, and they may be given the privilege of filling it. They can also fill two or three baskets with moss and vines. These may be hung at a window, a few vases placed in the window, and these little touches of green with pictures of great forests will make the schoolroom very attractive.



The boards will of course show some drawings of trees, leaves, or branches of fruit trees in blossom. A clump of white birches with appropriate quotations, or an old white oak with some poet's thought will be suitable and pretty.

THE USE OF TREES.

I. If there were no trees, our earth would be like a desert.

II. Our trees give us warm fires, for they furnish us with wood and coal.

III. If there were no trees, there would be no birds to sing to us.

IV. The trees make the air pure, and without them the air would become unfit to breathe. We cannot live without pure air.

V. After a rain the leaves and roots of the trees hold the water for a long time; this keeps the earth moist, so that the springs are full, the streams are not dry, and the plants grow.

VI. The roots of the trees travel about far beneath the surface, and absorb the richness that lies far under ground. The roots send this richness up to the branches and leaves. Then when the leaves fall, this richness is now on the surface of the ground, making it richer.

VII. Trees not only make the soil richer, but they help the farmer, and his crops are better for them, for birds make their homes among the trees that border on his fields. These birds will feed upon the insects that would injure his crops.

CONCERT RECITATION (with motions).

Hark! I hear it raining, (A)
Down the raindrops fall, (B)
Pattering on the window, (C)
Spattering on the wall; (D)
And the nodding tree-tops, (E)
Waving to and fro, (F)
Say, "O, little raindrops, (G)
How very fast you go!" (H)
Then the drooping flower-stalks (I)
Quickly raise their heads, (J)
Saying, "Blessed raindrops, (K)
Goodness you o'erspread"; (L)
Then a little brooklet
Scrambles quickly past, (M)
Rollicking and jumping, (N)
Babbling on so fast.
Then it joins the river, (O)
Flowing to the sea, (P)
Soon it joins the ocean, (Q)
Spring is here, I see. (R)

(A) Hands behind right ear, listening.

(B) Fingers moving rapidly, arms raised, gradually falling to the desk.

(C) Pattering of fingers on the desk.

(D) Hands raised, up and down, fingers moving rapidly.

(E) Heads drooping, arms raised vertically, hands falling from wrists.

(F) Arms waving from right to left.

(G) Eyes and head averted, looking up.



"With care and thought we plant our trees.

(H) Arms falling to desk, as in B.

(I) Heads bent very low, arms at side.

(J) Heads raised high and quickly.

(K) Hands clasped in prayer, eyes raised.

(L) Hands spreading lightly over the top of the desk (from centre to sides).

(M) Zigzag motion of right hand quickly across the desk.

(N) Both hands up and down to imitate jumping movement.

(O) Describe a large circle with hands.

(P) Hands slowly winding about over the desk.

(Q) Arms stretched out horizontally, then hands meeting in front.

(R) Clapping of hands by all.

RECITATIONS.

GREEN SUNSHADES.

"Here, Amy, take your parasol,
The sun is hot!" said Ned.
"No, thank you, for the trees all hold
Green sunshades o'er my head."

THE OLD TREE.

"O, Mr. Tree, your back is bent,"
Said pretty little Kate.
"Why don't you try to mend your ways,
And grow up tall and straight?"

"Ah!" said the old, misshapen tree,
"My dear, it's now too late,
But were I young, like you, sweet child,
I'd grow up tall and straight."

SONG.—"Planting Seeds."

O, we love to plant the seeds,
3 2 3 2 2 1 1—
And then wait for sun and rain,
4 3 4 3 3 2 2—
For it needs them both, you see,
3 4 5 5 3 4 5—
To give life to us again.
3 3 3 1 2 1 1—

Now the sprout we quickly see,
Now it peeps above the earth,
Toward the light and bright sunshine
Leaves and buds come gladly forth.

Gods own blossoms then we see,
Wonderful and sweet and rare.
May our lives be pure as they,
Be as sweet and good and fair.

COMMON TIME.

Common Time.—1—Do or C.

The dash indicates that the tone is held two counts.

This may be given by three pupils, the first has a little flowerpot and a handful of seeds, which the pupil scatters while singing.

The second holds a flowerpot showing little sprouts and leaves.

The third holds a flowerpot in which is a beautiful flower in full bloom.

RECITATIONS.

THINKING OF OTHERS.

'Tis only a little, hard peach stone
That I plant, so wrinkled and brown,
But some day a beautiful peach tree
Will grow, my work to crown.

I never may eat of its peaches,
But others will learn, when it's grown,
That a little child thought of their comfort,
So she planted a little peach stone.

PLANT FOR FUTURE DAYS.

By the School.

The trees we plant for future days,
With kindly thought in each expressed,
Being rich reward and honest praise,
Such gifts of love are far the best.

For so we brighten others' lives
With blessings, comforts, rich and free,
So let us think not for ourselves,
For others we will plant our tree.

AN ARBOR DAY GAME.

Prepare a chart upon which are mounted pressed leaves from as many native trees as it is possible to obtain. Tack up this chart where all may see it.

A certain allotted time may be given to determine from what tree, shrub, or vine each leaf was taken. Each leaf is numbered, and the game is to see who answers the greatest number correctly.

THE ARBOR DAY BRIGADE.

[An Exercise for Four Pupils.]

All enter; A bears the tree over his shoulder, the others have small shovels, hoes, or spades.

All (arranging themselves in a circle).—
Hurrah for the Arbor Day brigade,
Armed with shovel and hoe and spade.

A (raising the tree and placing it by his side).—
With careful thought we chose a tree.
Upon this elm we all agree.

B (pointing out the window).—
With gravest care we chose the spot,
A sheltered, sunny little plot.

C (using his spade on hoe as if digging).—
With tender care we'll dig and hoe,
And plan how best our tree can grow.

D (holding spade out before him and turning it over).—
Then each with tiny spade will place
A bit of rich earth in the space.

All.—
And may our lives grow good and great
Like this elm tree's, so tall and straight.



READING.—"The Little Maple."

I was a very tiny tree in the forest. I could not see much because all the people about me were so tall, but one day I heard the merriest voices I had ever listened to, and soon a troop of children came near me, and, looking at me, said: "This is the tree for us!" So an old man dug around, and soon I was carried to a schoolhouse. How those children did crowd around to look at me! There were so many, and they stood so close together I could hardly breathe.

After a time there was some singing and music, and then I was taken up by a boy who seemed to be the leader, and all the others followed with spades or trowels.

I was dressed up with a red bow. Dear me! it was so gay I hardly knew myself.

They called me Bryant. Now, who he is or was I don't know, only he must have been a good man and loved trees. I was to be the Bryant Maple: William Cullen Bryant Maple. That is a long name, isn't it?

I was placed in a nice deep home out in the schoolyard, and every child said the loveliest things I had ever heard about how they loved me.

Then each one passed me a spade full of something to eat. It tasted very good. How I liked it! Now I'm sure those children must have found out what I like best to eat. Wasn't that good of them?

Every day they come here to see if I am doing well and not homesick.

One of these days I am going to surprise them by giving them several very nice presents. Can you guess what these will be?

RECITATION (with motions).—

With trowel and hoe, with shovel and spade,
A nice little home (1) for the rootlets is made,
With trowel and hoe, with shovel and spade,
Around the wee rootlets the soft earth is laid (2).
Then down (3) comes the sun, and down comes the rain,
And up (4) comes the tree on the mountain and plain.

1. Hands forming a circle.
2. Pat the desks.
3. Quick motion of arms downward; also head bowed quickly.
4. Quick motion of arms upward, head lifted upward suddenly.

QUOTATIONS.

[These may be recited in turn by the pupils who stand beside their desks.]

I. The happy hearts that meet to-day
In a loving band, are drawn more near
By the loving end that crowns our work,
Planting trees for a future year.
—Wright.

II. Though few our years or many be,
It matters not the number given,
If we can feel that, like the tree,
Each year hath found us nearer heaven.
—Welsh.

III. The care and love that's given me
I'll gladly give my little tree.
We'll both grow tall and strong and great,
And be an honor to our state.

THE ARCH OF ELMS.

This may be made real to the children.

The pupils seated each side of one aisle may arch their hands over it, also hold boughs of the elms in their hands.

Two pupils may be the travelers. The others of the school may recite:—

"At noontime, on a sultry day,
Two travelers walked a shady way,
Where elm trees lifted high an arch
That fiercest sun rays could not parch.
Said one: 'God bless the kindly hand
That set this archway cool and grand!'
The other cried: 'Ah, who can say
What comfort yields this leafy way!
Better such monument of green,
Than marble pile of king or queen.'"
—Youth's Companion.

PLANT STUDY FOR FEBRUARY.

THIS is the last of the winter months, according to the calendar, at least, and it should not be allowed to pass without giving the pupils opportunity to become familiar with the winter condition of plants. Twigs from different kinds of trees and of the same tree in different localities should be examined, with a view to ascertaining what per cent. of buds is killed. It should also be noticed whether the twigs themselves all survive alike. Unfortunately, in this latitude, a few mild days sometimes come in this month, which coax the buds into unseasonable activity. These are then caught by later frosts, and the plant must fall back upon its reserve store. It should be noticed which trees and plants are thus most sensitive to the spring-like weather, and what ones are least, or not at all, affected by it.

1. Can you find out whether the buds are frozen through and through during the winter?

2. What is the location of those buds that have been killed, on the ends of the branches or near the trunk? A bud that has been killed may be easily recognized by its being brown or black in the centre, while living buds are green.

3. Have you been able to find any twigs that are killed?

4. Can you tell whether the roots have been frozen or not?

5. Are the grass-blades killed in the winter? Are the roots killed? Dig up some of the roots and find out the kind which some of the different grasses have.

6. Can you find any mosses that seem to be alive at this season?

7. Look on the different sides of the trunks of trees for the green moss-like covering that sometimes may be seen there.

8. Examine some pine trees of different kinds; did they shed any of their leaves in the fall?

9. Are the leaves that remain on the trees living? Can you see any regularity in their arrangement?

10. Are the leaves grouped the same in different kinds of pines?

11. Notice the pitchy substance under the bark; what is made from it?

12. Find out how pitch, turpentine, rosin, and tar are produced.—Jackman's Nature Study.

QUESTIONS ON WEATHER RECORDS.

BY NELLIE ALLEN.
Fitchburg (Mass.) Normal Training School.

MAKE constant comparison with records of last year and the records of preceding days.

Watch daily papers for weather probabilities. Get the children interested in cutting them out and bringing into the class for discussion.

TEMPERATURE.

Is the temperature rising or falling?

At what time of the day is the temperature highest?

Why is it not highest exactly at noon?

Is it warmer at sunrise or sunset, and why?

In what week or month have there been the greatest changes in the temperature?

At what temperature has most rain fallen? The most snow?

Compare the average temperature for different months. For different weeks.

Which registers the highest? The lowest? Notice increase or decrease in temperature.

Which month is the average temperature of this most like?

What are the extremes of temperature for this month? Through how many degrees has the mercury ranged? How many degrees was it lower last month? How many degrees higher?

What pupils live on high hills? Who live in valleys? What chidren live between?

What did the thermometer register at each of these houses?

Which place was warmest? Coldest?

What two pupils live side by side?

Was there any difference in the temperature at these places?

On what side of the houses do the thermometers hang?

Who has relatives in Maine? How does their temperature compare with ours? In what direction is Maine from us?

Who knows anyone in Florida or some other Southern state? Compare the temperature there with ours. In what direction is Florida?

Who has relatives or knows people living in South Dakota, Minnesota, or Nebraska, or some other inland state in about the same latitude? Compare the temperature of these places with yours. Which are nearer to the ocean, they or you?

How was the temperature at the beginning of the storm? During the storm? Did it change after the storm?

Has the ground frozen at all? What makes it freeze? What is it that freezes? How deeply has it frozen? How deeply does it ever freeze?

WIND.

What wind was accompanied by lowest temperature? By highest?

Do you know any reason for this?

How was the wind on clear days? On cloudy days? On rainy days? On the warm days? On the cold days?

In what direction was the wind just before the storm? During the storm? After the storm had passed?

Did the wind shift through the south or "back around" toward the north?

Is the prevailing wind different in winter than in summer? In autumn than in spring?

In what month has there been the strongest winds? The weakest?

What wind usually accompanies the rains of November? Of September? Of April? The rains of which month have the strongest accompanying wind?

Watch papers for estimate of force of wind?

In which months is the wind most variable?

Is the wind which accompanies a clear sky in April the same which accompanies it in December?

When do clothes dry more quickly, on a windy or a still day?

CLOUDS.

How many clear days have we had this week (or month) without a cloud? How many cloudy days without sun?

What kind of clouds have you seen? Describe. Give names. During what kind of weather did you see each?

What pictures have you ever seen in the clouds? What colors? When are the clouds most beautiful?

What kind of cloud comes before a rain? After a storm?

Are the clouds of the same kind now that they are in September? Are they higher or lower? Which kind are the most common this month? How far away are the clouds? What do you call them when they rest on the earth?

Are snow clouds like rain clouds?

Compare months in amount of cloudiness.

Have you noticed any new forms of cloud this month or week?

Which clouds mean wind? Rain? Snow?

Were the coldest days cloudy or clear?

Memory Gems.

"LITTLE children, you must seek
Rather to be good than wise,
For the thoughts you do not speak
Shine out in your cheeks and eyes."

"There is beauty in the sunlight
And the soft blue beam above;
O, the world is full of beauty,
When the heart is full of love."

"All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The good God made them all."

"Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits."

"Every day is a fresh beginning,
Every morn is the world made new,
You who are weary of sorrow and sinning,
Here is a beautiful hope for you."

"Down in a mountain valley,
A brook goes tumbling loud,
Yesterday, up in heaven,
It was a summer cloud."

"As welcome as sunshine in every place
Is the beautiful smile of a good-natured face."

"Politeness is to do and say
The kindest things in the kindest way."

"The merriest people are the best, I know,
For those who laugh and are gay
Are the ones who are willing to stop and show
Tired people an easier way."

"Little deeds of kindness
Do a work of love,
God's own hand records them
In a world above."

"Spring is the morning of the year,
Summer is the noontide bright,
Autumn is the evening clear
That comes before the winter's night."

"The Sabbath is the golden clasp which binds together the volume of the week."

"Are you gentle to each other?
Are you careful day by day
Not to give offense by actions,
Or by anything you say?"

If you wish to be respected,
And to gather many a friend,
There's a simple rule to follow,
That will bring the wished-for end.
It is this: Be very careful
How your promises you make,
And a promise, once 'tis given,
Never, never, never break.

History Stories.

FAMOUS CHILDREN.—V.

PAMELA MC ARTHUR COLE.

WILHELMINA OF HOLLAND.

EUROPE has still another young ruler, Wilhelmina, the queen of Holland, who came to the throne at the age of ten. She was an only child, and the greatest care has been given her.

The education of little kings and queens is a serious matter. They must learn such things as other children learn, and a great many other things, too. Of course they must be taught to speak and write



their own language, and they are taught to speak foreign languages, that they may be able to converse with some of the important persons who visit their court from other countries. The queen of Great Britain has begun within a few years the study of Hindoostanee, the language spoken by so many of her subjects in India.

Wilhelmina, when a very little girl, learned to speak French and English. She was bright and fond of study, and she was also very fond of play. With all her lessons and her horseback riding, her music, and the many other occupations planned for her, she found time to sew and work for more than twenty dolls!

At one time a gentleman in some high office had been presented to her, and she asked him if he did not feel a little afraid of visiting the palace. He did not understand her.

"Why!" said she, "all my children are sick with the measles!"

One of Wilhelmina's adventures she has found very amusing to look back upon, though at the time it was far from pleasant.

She was out for a drive one cold day, and passing through a small village she saw a party of children snow-balling. She stopped the carriage that she might watch the play. The players were divided into two parties, and the game for some time went on well, but the mimic battle soon became a real one.

The little queen, seeing a quarrel going on, thought best to stop it before anybody was seriously hurt. She jumped out of the carriage and went into the battlefield, commanding the children to stop.

A peace-maker is not always welcome. Wilhelmina was not, in this instance. The naughty children, not knowing who this little stranger was, all turned and began to snow-ball her. In vain she stamped and scolded,—she told them again and again, "I am your queen!" It made no difference, either they did not understand her or they did not believe her; she was well covered with snow, and might have been seriously hurt had not the servants come to her rescue. The young snow-ballers were surprised and ashamed when they found that it was their sovereign to whom they had given such a rude reception.

People laughed at the story, but those who knew the history of the little queen's family said that Wilhelmina would make as brave a soldier as any of her ancestors.

The House of Nassau, as her race was called, were a brave and a wise line of statesmen and soldiers, and her country has borne a noble part in the struggle for liberty. In the time when the Plymouth settlers, the "Pilgrim Fathers," first left England, it was in Holland that for several years they found a home and a refuge; and it was in Holland that they learned many things which helped them in planning their government here.

Wilhelmina is no longer to be called a child, although she is still under age. She is now seventeen, and must soon take the cares of government. She is not yet her own mistress, however. Her council have lately been considering an important question, and are unwilling that she should ride her wheel so much as she would like. She is extremely fond of riding, and bicycles are dangerous things, and have no more respect for royalty than did the naughty village children.

So the council wish her majesty to ride less, and give them no cause for uneasiness, for she is a precious treasure, and an accident to her would be a dreadful trial.

This is the first time since Holland became an independent kingdom that there has not been a king on the throne. Therefore, in the official records only the king is mentioned as the sovereign. So it is said that in public proclamations "King Wilhelmina" is the little princess's lawful title; but she is not called so.

THE STORY OF ST. VALENTINE.

BY KATE L. BROWN.

VIC and Van were prowling about the house seeking opportunities for entertainment or mischief.

It was a rainy day in February, and a hoarse north wind moaned in the corners or dashed the naked boughs against the veranda roof.

The twins were "low in their minds," and their usual pleasures palled. It was two wistful faces that peeped into the library where Uncle Clement sat reading by the fire.

"Halloa, chickens!" he cried cheerily, throwing down his book; "what's the matter? Why, what yard-long countenances."

"We're mizzerbul," said Vic eagerly, running across the floor and perching on one arm of his chair. "We don't know what to do."

"I thought you were deep in valentine-making, missy."

"Well, we're tired, and things don't go right," said Van. "We spilled the mucilage, and then Vic painted my nose with it 'n' I put some on her hair 'n' we shined up our old rubber boots 'n' then it was all gone."

"Yes," chimed in Vic, "'n' we think we'd like a story. Do tell us a story 'bout St. Valentine's day."

"Yes, do," coaxed Van on the other side. "We'll feel so much better 'n' not half so sticky."

"I'll tell you about St. Valentine himself, then; no bears nor lions, Van, no griffins nor fairy godmothers, Vic, just a plain, simple story of a plain, simple man."

"We like plain, simple men like you, uncle," said Vic encouragingly, giving him a little hug.

"Once upon a time," began Uncle Clement, "there lived in a monastery across the sea a humble monk called Valentine. He was often sad and discouraged because he was so humble. Every brother save himself seemed to have some special gift.

"Now, there was Brother Angelo, who was an artist, and painted such wonderful Madonnas that it seemed as if the holy mother must step down from the frame and bless her children.

"Brother Vittorio had a wonderful voice, and on saints' days the monastery chapel would be crowded with visitors, who came from far and near just to listen to that wonderful voice as it soared up among the dim old arches.

"Brother Anselmo was a doctor, and knew the virtues of all roots, herbs, and drugs, and was kept very busy going about among the sick, followed by their tearful, grateful blessings.

"Brother Johannes was skilled in illuminating, and Valentine often watched the page grow under his clever hand. How beautiful would then be the gospel story in brightly colored letters, with dainty flowers, bright-winged butterflies, and downy nestling birds about the borders!

"Brother Paul was a great teacher in the monastery school, and even learned scholars came to consult him. Friar John ruled the affairs of the little monastery world with wisdom and prudence. Indeed, out of the whole number only Valentine seemed without special talent.

"The poor man felt it keenly. He longed to do some great thing. 'Why did not the good God give me a voice like Vittorio or a skilled hand like Angelo?' he would often inquired of himself bitterly. One day as he sat sadly musing on these things, a voice within him said clearly and earnestly, 'Do the little things, Valentine; there the blessing lies.' 'What are the little things?' asked Valentine, much perplexed. But no answer came to this question. Like everyone else, Valentine had to find his work himself.

"He had a little plot where he loved to work, and the other monks said that Valentine's pinks, lilies, and violets were larger and brighter than any raised in the whole monastery garden.

"He used to gather bunches of his flowers and drop them into the chubby hands of children as they trotted to school under the gray monastery walls. Many a happy village bride wore his roses on her way to the altar. Scarcely a coffin was taken to the cemetery but Valentine's lilies or violets filled the silent hands.

"He got to know the birthday of every child in the village, and was fond of hanging on the cottage door some little gift his loving hand had made. He could mend a child's broken windmill and carve quaint faces from walnut shells. He made beautiful crosses of silvery gray lichens, and pressed mosses and rosy weeds from the seashore. The same tender hands were ready to pick up a fallen baby or carry the water-bucket for some weary mother.

"Everybody learned to love the good Brother Valentine. The children clung to his long, gray skirts, and the babies crept out on the streets to receive his pat on their shining hair. Even the cats and dogs rubbed against him, and the little birds fluttered near him unafraid.

"So Valentine grew old, loving and beloved, never dreaming that he had found his great thing. When the simple monk died the whole countryside mourned, and hundreds came to look for the last time on the quiet face in the rude coffin.

"A great duke walked bare-headed after that coffin, and one of the most noted brothers of the church spoke the last words of blessing to the weeping people.

"After they saw him no more, it was remembered how sweet had been his little gifts, and the villagers said: 'Let us, too, give gifts to our friends on the good Valentine's birthday.' So ever since has the pretty custom been carried out, and on St. Valentine's day we send our friends little tokens of remembrance to say we love them."

"That's a beautiful story," said Vic, climbing down on the floor.

"It's first-rate," declared Van, following her example.

Vic suddenly remembered how she had pulled her mamma's top drawer out and left it on the floor when she went to get an old soft handkerchief to tie up a finger cut with Van's new knife. So she ran up stairs to fix it, while Van tore in a dozen pieces the comic valentine he had intended giving Biddy, the cook, and wondered if it wouldn't be a good plan to buy her a fine new one with his shining silver ten-cent piece.

"Poor Robin Redbreast, look where he comes;
Let him in to feel your fire, and toss him of your crumbs."



And step in a stately way;
And as we dance and turn about, With steps so quaint and queer,
Our friends all say "O won't you dance
This minuet all the year?"

We trip so lightly through the dance
On Washington's birthday,
We bow again so grand and low,
In quaint old-fashioned way,



By Ella M Powers

CARE OF THE EYES.

MYOPIA and astigmatism are so rapidly increasing that parents, teachers, and pupils should be alert to care for these organs of vision.

If reading, do not look too long at a white page, closely printed, but occasionally lift the eyes to rest for a few seconds on some plain, dark surface.

If on a boat and the sun shines on the water, turn your back to the sun. The dancing of the glistening waves is all that you ought to stand at once, and a few seconds of steady looking in the boat, away from both sun and water, will rest them.

For a long sleigh-ride on a bright day, with sparkling snow on either side, blue or green glasses or veil will modify the effect of the general glare and glisten.

If reading, turn the back or side—preferably the left—to the window or other light. If reading by artificial light of any kind, insist upon a shade, and avoid a lamp set on a red table-spread. Cover the spread with a newspaper or white towel, if you can do no better. Red is a specially bad reflector of light.

Sleep in a dark room, and if there are no blinds nor dark shades to the windows, hang up something extra. Eyes that have not been used to the dark in sleep give out early in life. A certain amount of sleep is absolutely necessary for good eyesight; and even the mere closing of the eyes half a minute at a time, as frequently as possible all day, is a wonderful help.

Cleanliness is necessary for the eyes, and cold water is "freshening." Hot water is restful, and cloths wrung from it and lightly laid on the eyes will reduce pains, aches, inflammation, swelling, and nervousness.

If you need glasses, wear them! But by all means have them fitted! Don't let anyone but a "specialist" test or fit your eyes any quicker than you'd let a blacksmith repair your watch.

A flax seed will dislodge dirt, cinders, or other foreign matter without pain, trouble, or expense. Put it right into the eye, under the lid, and it will chase and expel the intruder.

Do not get in the habit of stooping to accommodate your eyes. Bring up your work, if necessary.

Do not read while in motion—rocking, walking, or riding. The constantly changing focus is exceedingly injurious.

Never look steadily at a bright light. If obliged to do it at all, look off as much as possible.

A plain diet will help toward good eyesight. So will common sense. In fact, common sense is at a premium almost everywhere in the department of physical culture.

Crying is bad for the eyes; but as everybody cries, it is well to know that an application of very hot water, applied gently, will alleviate the bad effects.—Adapted from School News.

The facts of history are of little account as compared with its spirit. There is no fact or body of facts in history that is worth knowing if in learning them there is to be a distaste therefor created.

Seat Work for March.

1. Bring twigs,
 Willow, pine, maple, oak.
2. Draw each twig.
3. Sew each.
4. Draw a "pussy willow."
5. Model a "pussy willow."
6. Model a snow shovel.
7. Draw a shovel, rake, hoe, and plow.
8. Model shovel and hoe.
9. Model potato.
10. Draw potato with "eyes."
11. Model, draw, sew,
 Robin, bluebird, bluejay, blackbird.
12. Model, draw,
 (a) Nest on a real branch of tree.
 (b) Nest with eggs.

Trust the Children.

TRUST the children. Never doubt them,
Build a wall of love about them;
After sowing seeds of duty,
Trust them for the flowers of beauty.

Trust the children. Don't suspect them,
Let your confidence direct them,
At the hearth or in the wildwood
Meet them on the plane of childhood.

Trust the little ones. Remember
May is not like chill December.
Let no words of rage or madness
Check their happy notes of gladness.

Trust the little ones. You guide them,
And, above all, ne'er deride them,
Should they trip, or should they blunder,
Lest you snap love's cords asunder.

Trust the children. Let them treasure
Mother's faith in boundless measure,
Father's love in them confiding;
Then no secrets they'll be hiding.

Trust the children just as he did
Who for "such" once sweetly pleaded.
Trust and guide, but never doubt them,
Build a wall of love about them.

—New York Ledger.

For Dickens' Birthday, February 7.

BY JEAN HALIFAX.

WOULDN'T you have enjoyed a visit at the house of Charles Dickens, the novelist? Perhaps you are not old enough, as yet, to be interested in the books which he wrote. But you would have enjoyed seeing him play with his children, I am sure.

He was very fond of them, and used to plan delightfully odd ways in which to amuse them.

He had a different tone of voice for each child, and so the children could always tell whom he was calling, or speaking to, without his using their names at all.

They say that bedtime was one of their delights. (You don't think it is for you sometimes!)

For every night, just before they went to bed, he would sing funny songs for them. Their favorite song was one about an old man who had caught cold in an omnibus.

Mr. Dickens could cough and sneeze in the midst of the song in such a comical way that the children would beg for the omnibus song to be given over and over again.

Action Lessons.

ACTION LESSONS.—(I.)

BY JEAN HALIFAX.

No. 1.

FOR individual work. To be used in two ways. First.—All the sentences may be written on the board, each child in the room watching closely; he finds the one intended for him, and follows its directions. To insure orderliness, No. 4 will not begin his work until No. 3 has finished, and so on.

Use such lessons as these—make out sets for yourself; these are only suggestions—to train in habits of close attention.

Not a word needs to be spoken. The teacher writes all the sentences on the board; by the time she has finished, each child has found his special sentence. And as the teacher again faces the school, one child after the other "acts out" Nos. 1, 2, 3, 4, etc. If the teacher wishes, the sentences can be read aloud also, for a change, and as a test in sight reading.

Second method.—Cut up and give each child a slip, paying no attention to the names. He reads aloud, and proceeds to follow the directions.

If the sentences are put on the board, use the real names of your scholars. You will find that they enjoy that very much.

One teacher always used one or two "action lessons" when she had visitors. Her children were "the bashfullest little set in the world," she used to declare, despairingly. They did well in their classes and studied hard, but a visitor "scared away every bit of their senses." And the result, of course, was that they did not do themselves or their teacher justice on such occasions. After this little schoolma'am tried the action lessons as a "starter," the children grew interested, and forgot the dreaded visitors. And the visitors enjoyed the lessons, too.

The work must be swiftly, promptly, accurately done, to be successful.

If the room has been not really noisy, perhaps, but rather "rustle-y and whisper-y," try No. 1; and the room will grow quiet.

1. Listen, school. Can you hear the clock tick? If you can, raise your right hand very softly.

[This number is written on the board. The rest may be on slips divided among the children. Not given for rhetorical effect, so don't criticise! The object is to gain a quiet, attentive "school," at the very start.]

2. Bring me your reading book, Lucy.
3. Put your hand on the knob of the door, John.
4. Tell us what time it is, Amy.* You may write it on the board.
5. Go over to the middle window, Roy.
6. Write your name on the board, Will.
7. Alice, write your full name on the board.
8. Dorothy may write her seat mate's name beneath (or the name of the one who sits in front of her, if the desks are singe ones. As Dorothy writes beneath Alice's name, you see the children must be on the watch for what goes before their sentences.)
9. Write your address on the board nearest you, Rupert.
10. Joseph, you may write the longest word you know, at the left of Rupert's address.

*Don't put the name always in the same place. Let it stand at the end or beginning, so the children will not look only at the end, etc.

No. 2.

[For a rest, after the children have been seated, studying quietly, for some time, and need a change. Remember that "an ounce of prevention is worth a pound of cure," and try a "rest" before the children get restless. Then you will never have a noisy school.]

Each sentence is written on the board, so that all the school can see it. The teacher says nothing. The children are watching closely and follow the directions as fast as these are written. The teacher pauses or faces the school after each number only long enough for the "action."

1. Stand up very straight.
2. Face to the north, south, east, west. Towards the desk.

[The scholars revolve quietly, and stop with the position facing the the teacher's desk, so that they can see the next direction.]

3. Fold your arms.
4. Hands by your sides.
5. Raise your chest.
6. Put your hands behind you.
7. Hold your book above your head.
8. How does a soldier stand? Show us.
9. Raise your right hand.
10. Raise your left hand.

The sentences are all easy enough to be used for sight-reading, if the teacher wishes a reading lesson after the motions.

If there are first, second, and third readers in the same room (as in a country school), the sentences may answer for all, if a few of the harder words are given in the First Reader's spelling lesson. Only short, easy words are used.

The idea is not new;* but the way one little schoolma'am used it proved so helpful that we give it for her fellow-teachers, just as it came from her schoolroom.

*There was no delightfully "easy primer" when she was teaching this school. So her method was evolved from the need in her work.

Selections on "The Wind."

"What the Winds Bring".....Stedman
"North Wind".....
Eleanore Smith's "Songs for Little Children."
"Wind Song".....Same
"Northerly".....Mrs. Dodge's "When Life is Young"
"How the Winds Blow".....Lovejoy's "Nature in Verse"
"Odysseus and the Bag of Winds".....Odyssey
"The North Wind and the Sun".....Aesop
"Four Winds".....Hiawatha
"Four Winds".....Lovejoy's "Nature in Verse"
"Night Wind".....Eugene Field
"Wind".....Stevenson's "Child's Garden of Verse"
"The autumn winds are crying".....
Eleanore Smith's "Songs for Little Children."

For Memorizing.

[Second Grade.]

FALL TERM.

Baby Bye.....Theodore Tilton
I Love Little Pussy.....Unknown
How They Talk.....Marcius Wilson
The Owl and the Pussy Cat.....Edmund Lear
The Boy and the Bird.....Unknown

WINTER TERM.

The Cloud.....Unknown
A Visit from St. Nicholas.....C. S. Morse
Hang Up the Baby's Stocking.....W. H. Lippincott

SPRING TERM.

The Little Lazy Cloud.....Unknown
The Baby.....George Macdonald
The Boy's Song.....James Hogg
Sweet and Low.....Tennyson

[To be read to the class.]

FALL TERM.

Over in the Meadow.....O. A. Wordsworth
Lady Moon.....Lord Houghton
What Are You Good for.....Emily Miller
Lady Bird, Lady Bird.....C. B. Southey
Pussy's Class.....May M. Dodge
If You Please.....M. Douglas
Kitty and Mousie.....P. Moran
Wishing.....William Allingham
The Tree.....B. Bjornson
Santa Claus and the Mouse.....Unknown

WINTER TERM.

The Little Angel.....Elizabeth Prentiss
Is It You.....Unknown
The Four Winds.....Kings
A Valentine.....Unknown
A Little Goose.....E. S. Turner
Marjorie's Almanac.....T. B. Aldrich
The Winds and the Leaves.....Unknown
All Things Bright and Beautiful.....Mrs. Alexander

SPRING TERM.

Little by Little.....Unknown
Pitter, Patter.....Unknown
Little Gustava.....C. Thaxter
Cheerfulness.....Marion Douglas
Who Stole the Bird's Nest.....L. Child
I Am Coming, Little Maiden.....Mary Howitt
Good Night and Good Morning.....Lord Houghton
The Months.....Unknown
Rain Drops.....Peaslie
Little Birdie.....Tennyson

Spelling for February.

Washington	birthday
Shenandoah	Ohio
Mary	Potomac
patriot	American
cherry-tree	commander
Longfellow	Henry
Virginia	hatchet
Cambridge	elm
birthday	twenty-second
Mount Vernon	headquarters
patriot	George
father	country
Paul	Revere
Lawrence	brother
Portland	Maine
Lincoln	Abraham
Lowell	James
Russell	poet
Elmwood	Craigie
blacksmith	village
Evangeline	Harvard
sinewy	chair
twelfth	union

The aim in teaching history is to have the children love the personalities of our American history, love to hear and to read about them.

FOR REPRODUCTION.

His Own Sled.

[Adapted.]

WOULD you believe it, a dog coasting down hill all alone? The man who tells the story says as he was driving in the country he came to a hill, and there he saw a dog, whose name was Nep, turn over on his back and coast down the hill. When he reached the bottom, he would turn over, get on his feet, trot to the top of the hill, turn over on his back, and coast down again. The man saw the dog coast in this way several times, evidently having great fun.—Ex.

Baby Bell and Crofus.

[For Reproduction.]

EVERY summer day Baby Bell had a pleasant ride in the park in her snowy-curtained little carriage. Her nurse wheeled the carriage, and Crofus, the large Newfoundland dog of whom Baby Bell was very fond, went with them.

One day the nurse left the carriage at the top of a small hill and went to talk to a friend.

Baby Bell sat there in the sunshine, laughing and cooing at the robins building a nest overhead, and at the bright-faced daffodils in the bed near by. Suddenly she reached forward, and the carriage ran rapidly down hill.

Baby Bell was frightened to find herself moving so fast and no one pushing the carriage, and two great tears began to run down her cheek. Crofus saw the danger, and, giving a short bark of alarm to call the nurse, he ran ahead of the carriage and threw his huge body across the walk in front of it just before it would have struck a tree. —Selected.

The Kitten and the Bear.

[Adapted.]

THE first sergeant had a kitten in his tent in the camp. Here, curled up on a pair of army blankets, she defied the world in general, and dogs in particular. When the latter approached, she would elevate every bristle on her little back, her eyes would glow like live coals, and her tail would swell up threateningly. If dogs approached too near, she would hiss, and exhibit the usual signs of hostility until the intruders had vanished.

One day an inquisitive black bear came down the mountain side, and began to walk about among the white tents of the cavalry command.

Suddenly the kitten caught sight of him. She had seen many dogs, but this particular "dog" was the largest and the hairiest dog she had ever seen. But she did not hesitate. It was enough for her that an enemy had invaded her special domain. Hissing forth her spite, while her little body quivered with rage, she darted forth at the bear. The onslaught was sudden, and one glance was enough for Bruin. With a snort of fear, Bruin made for the nearest tree, and did not pause until he was safely perched among the upper branches! Meanwhile, the kitten stalked proudly about on the ground beneath, keeping close guard over her huge captive, her back still curved into a bow, and her hair still bristling with righteous indignation, while her tail would now and then give a significant little wave, as if to say, 'That's the way I settle impertinent bears."

Perhaps the strangest part of it all was that the bear would not stir from his safe position in the branches until the kitten had been persuaded to leave him a clear means of retreat! Then he slid shamefacedly down from his perch, and ambled hastily off towards the mountain.

Geography.

GEOGRAPHY BY GRADES.—VI.)

BY MARY R. DAVIS,
Principal Training School, Haverhill, Mass.

DISINTEGRATION AND DENUDATION.

OUT-DOOR LESSONS. Lead children to observe the different appearances of rocks; to look for evidences of "wearing out," "wearing away."

Observe how water soaks into some kinds of rocks until they seem water-soaked; how it fills up and flows in the cracks and crevices of others; how it freezes and breaks the rock. (Think how even Jack Frost helps to split up the great rocks.) Think how the little plant, or tree, which we find growing out of the crevice helps to break the rock; how the soil got into the crevice for the plant to grow in.

Observe closely the soil in the rock crevices and next to rock surface, and note of what it seems to be made. Think what the little insects, earth-worms, and other animals are doing to help this work. (All animals which burrow in the earth are doing an important work, especially the earth-worms.)

Find exposed surface of rock which is partly covered with soil. What is denuding or laying bare the rock surface?

Review and enlarge through actual observation the nature work of grade I. on soils, as sand, loam, clay, leaf-mould, etc. (This will be given later in the year.)

Note.—We do not expect scientific teaching, but the little ones can be led to observe, and to feel much more than they can express, the forces at work about them.

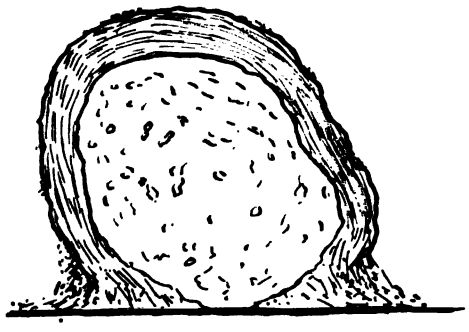
They should be led to have a keen interest and growing knowledge.

WEATHERING AND WEARING OF ROCKS.

Observe carefully the surface of many different rocks. How and by what are they being worn?

Observe the surfaces of granite cobble stones and boulders. Think why they are so rough. Which mineral seems to have changed? (Connect with the few facts learned under the subject of minerals in this grade. Will be given later.)

Feldspar and hornblende, which they should now recognize in granites and gneisses, decay and become



clay soil. (Find a piece of decaying rock showing this change taking place. Note how it crumbles. Note how this melting down of one rock ingredient sets the other ingredients free and we have grains of quartz sand, and scales of mica.)

Take class out directly after a heavy rain or shower to a hill where the foundation is of rock. Note the appearance of top. Perhaps it is bare rock! What has become of the soil? Note that the water, which rushed down the hillside, left the large stones first near the top of hill; the pebbles next; then the gravel, then the sand, and that the silt, or fine soil, was carried off and spread out at the foot of the hill on the lowland.

Observe the pebbles and gravel; think how they have become so smooth and rounded; think from where the silt may have come. (Lead pupils to see that it came from the wearing of the stones and from the decay of animal and vegetable life.)

Note when the large stones are moved farthest,—during a heavy rain or a light one? When the fine soil is carried farthest? Which kind of rain helps to wear down the hill faster? (The heavy.) Which does more good to plant life? (The light.) Why?

Children should be led to recognize boulders as large detached pieces of rock, lying on or nearly on surface of earth; and to recognize cobble stones, pebbles, etc., as broken pieces of rock, worn smoothly or scratched, as we find them, by action of water and by rubbing and grinding against each other, and on rocky or sandy surface of hillside as they find their way down.

Observe pebbles by the sea-shore, on the river bank, and lake shore. Think how they are being worn smaller.

Have pupils look for rock from which the pebbles might have broken. Look for ledge of mother-rock from which the boulder might have broken. See if it is the same kind of rock. (Probably not.)

Teacher should now tell a simple story of the great ice rivers and ice sheet and something of their work; how the ice river separated these boulders from the ledges of mother-rock and carried them a long distance down into a warmer region, where the ice melted, leaving them scattered all over the surface of this part of our country, how each is doing its work, wearing away to soil, etc., etc. Think of the gravel as living with the pebbles, working together to make the soil.

SUMMARY.

Children think of all the means, or agencies, at work to break up and wear down our rocks and hills. Think what the winds are doing in blowing the dust and sand about, thus wearing many surfaces; in blowing the water up into waves which beat against banks and shores; of the rains in weathering rocks; in washing the hillside, carrying soil and small stones; in washing the soil from the ploughed fields; in washing turf and soil from rocks, thus leaving exposed surfaces: of the work of mosses and lichens, which

grow upon the rocks; of Jack Frost's cunning work; of what the little seed is doing when the wind blows it, or it falls into the crevice of a rock, where it germinates and splits the rock asunder; of the effect of the sun's rays in expanding the solid rock, and of the cold in contracting it.

(This last should be brought out with the simple teaching of expansion and contraction in third grade nature study, and there may be other thoughts too difficult for some pupils of this grade. The teacher should attempt to teach only what she can lead to, simply and naturally, in her out-door work.)

A teacher alive to the needs of the little ones, with a keen interest in the subject, will, through these simple observation lessons, open up a wide field of investigation and thought for her pupils.

Songs for Morning Exercises.

WORDS BY MRS. ANNETTE TARLETON.

MONDAY.

[Tune: "My Bonnie."]

ON Monday we enter the schoolroom,
Refreshed by our two days of rest,
Determined, whatever may happen,
Our lessons we'll study our best.

Chorus.

Monday, Monday,
We'll all do our best to-day, to-day,
Monday, Monday,
We'll all do our best to-day.

And now, as our school books we open,
Just listen to what we shall say,
We'll not trifle or loiter or dally,
Or idle one moment in play.—Cho.

TUESDAY.

[Tune: "Marching Through Georgia."]

Tuesday is a jolly day, I think we'll all agree,
For we started yesterday to do our best, you see.
So, no matter what the weather, we will happy be,
While we are marching on Tuesday.

Chorus.

Hurrah! Hurrah! for Tuesday wet or dry,
Hurrah! Hurrah! our lessons we will try.
So we'll shout the chorus as we sing our songs so gay,
While we are marching on Tuesday.

A jolly race we'll run to-day, we'll enter one and all,
To see who has the best marks when to-night the roll we call;
And if we would win the race, we all must do our best,
While we are marching on Tuesday.—Cho.

WEDNESDAY.

[Tune: "Tramp, Tramp."]

Tramp, tramp, tramp, you'll find us marching
In the middle of the week,
And if we have done our best in the two days that are past,
We will find it easy marching to the last.

Tramp, tramp, tramp, we all are marching;
"Onward" shall our watchword be,
And as on we go to-day, in our work and in our play,
We will keep our watchword well before our way.

Tramp, tramp, boys and girls are marching,
Cheer us as we onward go.
We are glad we've done our best in the two days that are o'er,
But we'll try a little harder two days more.

THURSDAY.

[Tune: "Ta-ra-ra-ra."]

Thursday is an odd old day,
When we'll need our grit, I say;
Neither first nor last, you see,
Nor the middle, you'll agree.

Chorus.

"Ta-ra-ra-ra Boom-de-a,"
Ta-ra-ra-ra Thursday,
Neither first day nor the last,
But, however, soon it's past.

So our courage we will take,
And the best of it we'll make.
Be as jolly as we may,
All upon this Thursday.—Cho.

FRIDAY.

[Tune: "Home, Sweet Home."]

We all love our schoolroom, our schoolmates, our play,
But yet "Friday" brings us a sweet thought to-day;
As over each lesson our heads now we bend,
We think with delight that we'll soon homeward wend.

Chorus.

Home, home, sweet, sweet home,
Be it ever so humble, there's no place like home.

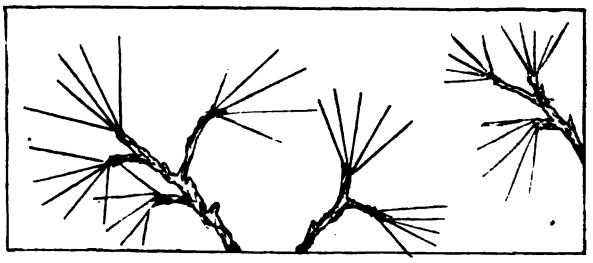
So e'en while we think of that old place so dear,
We'll bend with a will to the duties now here;
And then, when at last we are finished and done,
We'll sing with a will our "Home, Sweet Home."—Cho.

—Midland Schools.

Primary Number Work.

BY KATHRYN LIVINGSTON.

How many clusters of pine needles?
How many clusters on the first twig?
How many needles in each cluster?
How many needles on the first twig?



How many needles on the second?
How many on the third?
How many needles in all?
Draw a large twig with nine clusters upon it.
Prepare white cards and sew with green.

A homonym is a word having the same sound as another, but differing from it in meaning. The exercise consists in the teacher naming a word, while the pupils write all the homonyms they can recall quickly, giving in brief the meaning of each.

beat.	hold.	slow.	saw.
blow.	light.	ring.	steal.
bow.	mean.	roll.	tree.
fare.	pain.	rule.	wave.
grate.	peel.	run.	wound.

Literature.

For Longfellow's Birthday.

[February 27.]

BY MARY L. CHAPMAN.

Teacher.—What day was yesterday?

First Pupil.—February 27.

Teacher.—For what is that day noted?

Second Pupil.—For the birth of some famous men.

Teacher.—Were any of these famous people born in America?

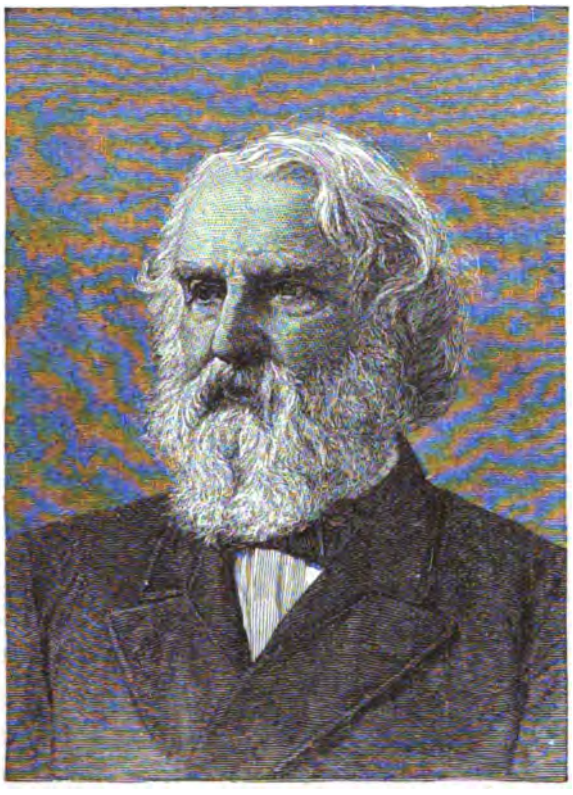
Third Pupil.—One was born in Maine,—Henry Wadsworth Longfellow.

Teacher.—For what was he famous?

Fourth Pupil.—He was one of the greatest of American poets.

Teacher.—Is he still living?

Fifth Pupil.—No; he died in 1882.



Teacher.—Did he write anything for children?

Sixth Pupil.—He had three little daughters, and he wrote a poem about them called "The Children's Hour."

Recitation.—"The Children's Hour."

Teacher.—What are some of his other poems?

Seventh Pupil.—He wrote many poems which we shall like to read when we are older. When he was a young man he wrote a poem called "The Village Blacksmith."

Recitation.—"The Village Blacksmith."

Eighth Pupil.—After he became an old man, this "chestnut tree" of which he speaks was cut down, and the children of Cambridge, Mass., where he lived for many years, had a beautiful chair made of it for the poet.

Teacher.—Was he pleased with this?

Ninth Pupil.—Very greatly pleased, and he wrote some verses for the children called "From My Arm-Chair."

Recitation.—"From My Arm-Chair."

A picture of the poet should be in a conspicuous place. About this a child hangs a wreath of evergreen while the school says:—

"We, the pupils of ——— school, bring also our tribute to the man who loved little children, and we hope as we grow older to know and love more and more of the verses of America's greatest poet.

"With a glory of winter sunshine
Over his locks of gray,
In the old historic mansion
He sat on his last birthday.
And his heart grew warm within him,
And his moistening eyes grew dim,
For he knew that his country's children
Were singing the songs of him."

LITERATURE FOR FEBRUARY.

BY ELLA M. POWERS.

LONGFELLOW.

ON the coast of Maine there is a beautiful old city called Portland.

Here, in an old-fashioned house near the water, Longfellow was born in 1807.

What happy times those Longfellow children had!

They played near the water, saw the black wharves, the great vessels, the ships and sailors.

They liked to fish and hunt. Sometimes they would walk up a hill to the fort. Here they would see the sunrise gun and hear it roar.

Sometimes they would walk beyond the fort to Deering's woods. Here the trees whispered wonderful secrets and the birds sang sweet songs. When Longfellow was older he wrote some lines about the trees:—

"The green trees whispered low and mild;
It was a sound of joy!
They were my playmates when a child,
And rocked me in their arms so wild."

This blue-eyed boy loved the old town, and in a poem called "My Lost Youth" he tells us much about it.

When he was a boy the family moved into a brick house. This was the first brick house in Portland.

When he was a little boy only three years old he went to school.

He was always quiet, but a happy boy.

Everybody loved him because he was so true and had such a kind heart.

He loved to go to school. Sometimes he rode to the schoolhouse on horseback with a kind old colored man who worked for his father.

When he was six years old the teacher told him to take a note to his mother.

What do you think was written in that note?

It said: "Master Longfellow is one of the best boys we have in school. He spells and reads very well. He also can add and multiply numbers. His conduct last quarter was very correct and amiable.

"U. H. Carter.

"June 30, 1813."

When he was twelve years old he wrote some verses.

When he was thirteen his first poem was printed in a paper called the Portland Gazette. What a happy boy he was! People read this poem and liked it. It was about the battle of Lovell's pond.

When Longfellow was fifteen years old he went to Bowdoin College.

Many boys were in his class who grew to be great men.

He still loved to write verses.

When at college he had many beautiful thoughts about autumn, sunrise on the hills, and an April day. He wrote the poems and now we can read them.

At last he was asked to be a teacher in this college.

Longfellow decided to go to Europe and study about the people and places across the ocean.

He went in a sailing vessel. It took him four weeks to go. Now we can go to Europe in six days.

Longfellow loved to be in the city of Paris.

He was never tired of looking at the beautiful pictures in the great art gallery.

He liked the grand music.

Once, when in Europe, he took a long walk over the country. He had a knapsack on his back. He wore a queer little blue cap. He met strange people. He saw the large fields of grapes called vineyards.

Longfellow went to Spain. He talked Spanish with the people who lived there. He rode about in a large carriage called a diligence. He saw the beautiful groves of figs, grapes, lemons, and oranges.

He saw a grand palace called the Alhambra.

Longfellow went to Italy. He learned to speak Italian. He wrote about the people and places he saw.

He spent four years in countries across the ocean.

He taught in Bowdoin College.

Then he went to Europe again.

When he came back he lived in Cambridge, Massachusetts.

He was asked to teach in Harvard College.

This is the oldest college in America.

He was then twenty-eight years old.

What a beautiful old house he lived in when in Cambridge!

On the lawn were great trees, shrubs, wide walk, and soft, green grass. In front of the house, across the street, the green sloped down to the Charles river.

Longfellow loved this beautiful river.

He wrote many verses about it when he sat in his study in the old house. This is the same house that Washington once lived in.

Once in the meadows around it were the fires from the soldiers' camps.

Longfellow's children loved the dear, old place.

Sometimes he would write little letters to the children.

They all loved him.

All the school children knew him.

No one told them such beautiful stories.

They loved to visit him. He was glad to hear about their games, their pets, and friends.

He would show them the old clock on the stairs, the trees and flowers in the garden, tell them what the birds were singing about, and he would read his verses to them sometimes.

When his seventy-second birthday came what do you think all these children gave him for a present?

A beautiful chair made from the wood of a chestnut tree which he loved. The chair was placed in his study, and when he came into the room how happy he was to see it! He thanked the children in a beautiful poem.

Everyone loves to read what he has written.

The little ones love the poems, "The Children's Hour," "To a Child," "The Village Blacksmith," "The Old Clock on the Stairs," and "From My Arm-Chair."

They never tire of hearing about "Hiawatha." They love his poems about "Daybreak," "Snowflakes," "Christmas Bells," "Paul Revere's Ride," "The Emperor's Bird's-nest," and "The Brook and the Wave."

In another long poem he tells us about brave Miles Standish and the Puritans.

People love to read this great poet's thoughts.

All of his poems make us happier and better.

February Calendar.

BY GEORGIA A. HODSKINS.

How many days in this month?

What season closes now?

Are you glad spring is coming?

How many signs of her coming can you find this month?

Are there more rainstorms or snowstorms now?

Have you noticed the river?

How does the water look?

What can you tell me about the current?

Compare with last August.

Are the banks worn away any?

Are the poplar catkins swollen yet?

Which buds (leaf or flower) will swell first on the fruit trees?

Have you seen the robins yet?

Are they new-comers or those that have spent the winter in our camps?

Why do we so seldom see the field mice when we so often see their tracks?

Have you found any frozen caterpil'ars on the snow?

Are they dead? Try carrying them in where it is warm.

Where will the grass first begin to look green?

Do you eat breakfast by lamplight now?

What time at night do you need to light the lamp?

Gather as many kinds of buds and branches as you can.

How have the buds been protected from the cold?

Notice the difference in covering.

In very warm countries many of the tiny buds are covered with thick velvety scales.

Why do they need to be wrapped up so carefully?

Which is the first flower to peep out after the winter snows?

Which buds will be the first to unfold if we have a few warm days?

What will happen to them if a cold snap follow?

When is St. Valentine's day?

How much do you know of the old-time custom of celebrating it?

Have you noticed the color of the willow stems?

Who has heard the chickadee's spring song?

What does it sound like?

Snow, snow, above and below,
Holidays over and gone. — *Mary E. Blake.*

Manual Training.

Whittling Days.

BY A. V. F.

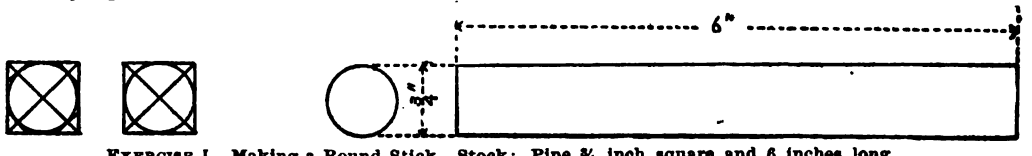
"Girls have a jolly time sewing every two weeks, and I don't think it's fair that we boys haven't something as nice as that, instead of having 'mental arithmetic.'"

"Well, Johnnie, I agree with you, and I know that there are many city boys who feel exactly as you do when 'sewing day' comes around. We'll see what can be done about it."

Upon inquiry Miss Smith finds that other teachers have also been trying to answer the question: "What shall be done with the boys on sewing days?" She has an inspiration. She will consult the superintendent of manual training for ideas. Ideas cannot be procured from every one for the mere asking, but, joy of joys! our superintendent has ideas, good, practical ideas, which have grown from experimenting in the very line we were merely dreaming of,—whittling.

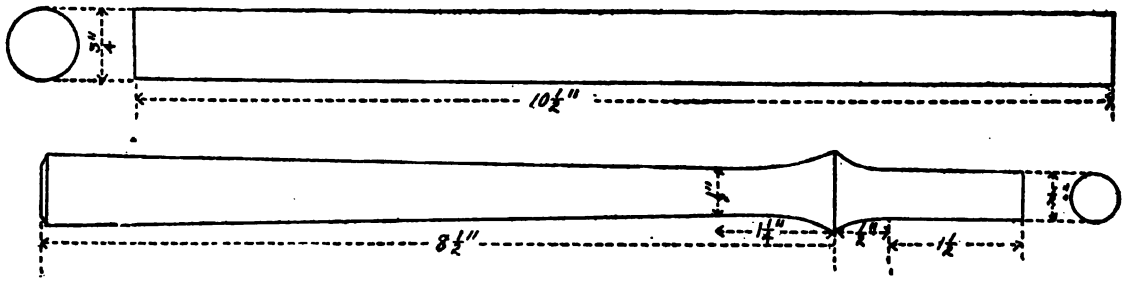
The only tools needed in our work are a good, sharp jack-knife, or shoemaker's knife, a pencil compass, with a screw to regulate the degree of opening, a ruler, lead pencil, and drawing paper, which boys probably have. For the teacher: Two dozen sheets of No. 1 sandpaper, to be quartered and distributed as needed; a bunch of heavy rubber bands for holding the "stock" together, some broken glass, two or three whisk brooms, which the boys can bring from home, the "stock" to be used, and two or three grape baskets for holding the paraphernalia.

Most of the "stock" can be obtained gratis from any sash and blind factory, and needs only to be sawed by your janitor into requisite lengths. We were so fortunate as to have ours prepared for us by our superintendent of manual training.

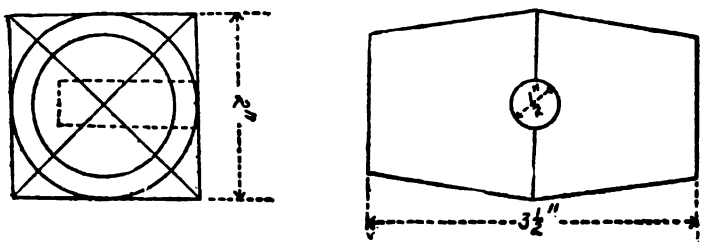


EXERCISE I. Making a Round Stick. Stock: Pine ¾ inch square and 6 inches long.
Draw Diagonals to find the centre. Draw a circle on each end and whittle corners first, and finally produce a round piece.

The whittling can be done in the seats, the boys usually facing the aisles during the first of the work. Do not allow scraping or sandpaper using until the last thing, when the finishing touches are put on, and never allow scraping with the knives. Of course, the floor is covered with shavings, but they are perfectly clean, and easily brushed up. Our janitor does not complain, and I think yours will not. Whittling day comes only once in two weeks in our building. However, if you think it is really an imposition upon him, two or three of your larger boys would willingly stay a few minutes after the lesson and help restore the floor to its normal condition.



EXERCISE II. Making a Mallet Handle. Stock: Pine, ¾ inch square, and 10½ inches long.
First operation: Produce a round stick as before. Second operation: Mark as indicated, and whittle to lines.



Draw diagonals, and with their intersections as a centre, draw circles as indicated in end view. Locate hole for handle and bore it before whittling.

First: Proceed by whittling the piece to the larger circle, as near round as possible.

Second: Draw a line around the place at the middle, and then whittle from this to the smaller circle on each end.

EXERCISE III. Making a Mallet Head.

A boy and a jacknife are not necessarily a dangerous combination.

From that memorable Christmas when Fred received with such joy his first jack-knife, he and it have been, in joy and in sorrow, inseparable companions, firm, loving friends. At first he realized that it was a thing to cut with, but he soon learned that it was a thing to cut, and that there was just a shade of a possibility of his being the object it cut, and herein was learned a lesson in carefulness.

But Fred can be taught to whittle both scientifically and artistically. I will not discuss the training of the mind growing out of this kind of work, but leave that for learned psychologists to dwell upon.

We have a set of six exercises, worked out from practical experience by one superintendent of manual training. I here give three drawn by one of the members of my class.

In all of the work the "working drawings" precede the whittling, are made full size, and the boys work directly from them.

Could you see the results of the work, and the beaming faces at the close of the lessons, you would feel like exclaiming with me, "Blessed is he who invented jack-knives, and thrice blessed is he who adapted their use to the schoolroom."

In the boys' calendar "sewing day" will hereafter be known only as "whittling day."

OUR SOCIETY OF KINDNESS.

BY IDA S. MAC MULLEN.

IT is only by the exercise of virtues that a child becomes virtuous. Acting upon this principle, several months ago we formed a society known as the Society of Kindness. A large, white sheet of paper was prepared with the name of each pupil written in the colors red and blue. Red, the color of love—each member is requested to do as many kind and loving acts during the day as he possibly can. Blue the color of truth—being true to our society.

At the end of the day's session, if the teacher has not heard or seen anything unkind during the hours of school, the child receives a dot back of his name. Five dots a star; five stars a ribbon badge of red and blue.

It is a pleasing sight to watch the little ones during the session. There is no unnecessary whispering, no leaving the seats. All this is done of their own free will, not for fear of punishment, but because it is so delightful to live in the atmosphere of kindness.

The children are much interested in the drawing of a sun on the other blackboard, each child claiming a beam, and naming it as patience, goodness, politeness, and kindness. If during the session the child's conduct is not in harmony with the virtue mentioned, a white chalk mark is placed over the beam—designating it "under a cloud."

GOOD WRITING.

BY G. A. CADWELL, TAFTVILLE, CT.

TO do good work with facility one must be furnished with good tools. In school, the written work, to look well, must be done on good paper, of uniform size and quality. Nothing but first-class pens, pencils, pen-holders, ink, etc., should enter the race for good work.

All of our pupils are furnished with 8x10 bond-linen pads, uniform pens, pencils, etc., and are given vertical-writing copy and held to it.

All of the written work is inspected by the principal and judged upon its neatness. If considered unsatisfactory, the work is done over till accepted, and it is then filed with work of that room for the day. A few weeks of this work will accomplish results more satisfactory than a dozen ordinary writing lessons.

Of course the pupils have a form to follow in arranging their work. Special attention is given to neatness of form, lines, figures, signs, "ans.," etc., and the majority of our pupils now do acceptable work, which does them credit and reflects favorably on the teacher's work.

FOR LINE ESTIMATES.

DRAW upon the board four short lines of not more than six inches in length, but no two of exactly the same length; one perpendicular, one horizontal, one slanting downward, one leaning to the right.

Draw also four similar lines about twice as long. Draw also four similar lines three or four times the length of the first. Each child should estimate the length of each of the first six lines, but they should not state their estimates orally, but should write them upon a slate or paper. If they answer orally, only a few who answer first get any real benefit.

Each child should tell how many times longer he thinks each of the second set is than the corresponding line in the first set.

Compare each line in the third set with each line in the first and second sets. Be careful to do just this. The end aimed at is to compare the horizontal line, for instance, with the perpendicular, etc. Have each child actually measure with rule at least one line in each set.

Have each child measure all the lines of one set and find the average length of the lines.

Let some child draw a line of any length he chooses and each child write his estimate of its length, and then another child, etc.

Estimate the length of the room, its width, its height, the distance across it diagonally, length of desks, height of chairs, etc.

Measure all of the above.

Similar lengths in the school-yard and street.

Number Work.

Practice daily on these examples until every child is absolutely accurate and reasonably rapid.

2	3	4	6	3	4	9	4	4	5
4	4	5	4	4	8	9	7	6	9
3	2	3	2	3	2	3	2	7	9
2	4	9	8	7	5	6	9	3	2
4	3	4	4	4	4	4	4	4	4
3	2	3	2	3	2	3	3	3	2
8	7	9	8	6	7	9	8	7	9
4	4	4	4	4	4	4	4	4	4

With the same persistency, and for the same ends, use the following:—

4	6	2	3	2	3	4	2	4	3
2	3	5	2	5	5	5	5	5	5
3	2	4	6	7	2	6	8	9	8
5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	4	5
2	6	7	8	9	8	7	3	5	8
5	5	5	5	5	5	5	5	9	5
3	4	6	7	4	2	3	4	2	3
5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5
9	8	9	7	9	8	9	8	7	9
5	5	5	5	5	5	5	5	5	5
4	2	3	4	3	2	3	4	3	4
5	5	5	5	5	5	5	5	5	5

All examples for addition should have some principle involved; i. e., they should be arranged for perfection of practice on all combinations.

The Chinese Lily.

The following legend told of this pretty flower by the Chinese may please the children:—

"Long, long ago a rich man died in China, leaving vast property and two sons, the mother having died previously. According to the law at that time, the eldest son inherited the property of the father, but it was expected that the eldest would divide the property among his brothers and sisters. The elder of these two sons was grasping, selfish, avaricious, while the younger was gentle, generous, and kind. The elder brother made such a division of his possessions as became his sordid disposition, but his brother knew not the character of his land until he went one day to see it. What he saw was a stony, sterile waste. A few pools of water nestled among the stones, but no vegetation gladdened the ground.

"When he looked about this desert and realized his brother's cruelty and selfishness, he sat down upon a stone and wept bitterly. While he was weeping and moaning, with his head bowed to his knees, a bright light shone about him, he heard delightful music, and, looking up, his astonished eyes beheld a beautiful woman standing before him, gorgeously arrayed. She asked him why he wept and appeared so miserable and downcast. He tremblingly told the story of his father's death and his brother's cruelty in giving him only this ugly, desert spot of land. She said, 'There, now, go to sleep,' and waved her hand. Instantly he heard again the music, and sank into a sweet sleep. He was awakened by a touch upon his forehead, the music ceased, and he heard, as in a dream, the voice of the beautiful woman saying, 'Look; get up and look about you. Your land is no longer sterile, nor will it ever be so again. The sound of your weeping reached the ear of Buddha, who sent me to bring you peace. Lilies will always grow here, but can be produced nowhere else. They will make you richer and happier than your brother is with all his wealth.' And, with a rush of wings, the beautiful woman vanished."

This story is believed by many Chinamen, who say thoughts of the old home far away come to them when they glance at these lilies, or smell their fragrance, and this is why Chinamen love and reverence these modest, pretty flowers.

Co-operative Information List.

[Schools here named have offered to give to other schools information on the subjects herein specified.]

"Brooklyn Bridge," "Central Park," "The Statue of Liberty," etc.—Brooklyn, N. Y., grammar school No. 108, Frank B. Stevens, principal.

"General John Stark," "Battle of Bennington," "Franklin Pierce," "Home and Boyhood of Daniel Webster," "The Manufacturing Interests of Manchester."—Manchester, N. H., Hallsville school, William H. Huse, principal.

"Parks," "Lake Traffic," "Water Supply," "Cattle Yards," "Sewerage System."—Chicago, Marquette school, Frank B. Williams, principal.

"Ice Cutting," "Salmon Fishing," "Shipbuilding."—Bangor, Me., Union school, Mr. Tilton, principal.

"Iowa Industries," "Pork Packing," "River Navigation," "Corn Raising,"—Sioux City, Ia., William M. Stevens.

"The Chinese of San Francisco," "Fruit and Flowers of California," "The Harbor of San Francisco."—San Francisco, Lincoln school, Mr. Hamilton, principal.

"Coal Mining," "Marble Quarries," "Iron Mills," "Cotton and Woolen Mills."—Knoxville, Tenn., Bell House school, J. A. Andes, principal.

"Natural Gas Wells" and "Manufacturing Industries of the Gas Belt."—Anderson, Ind., J. W. Carr, superintendent.

Name Promptly:

Five parts of the hand.
Five parts of the face.
Five kinds of trees.
Five kinds of flowers.
Five fruits.
Five kinds of meat.
Five vegetables.
Five birds.
Five animals.
Five dishes for a table.
Five tools.
Five parts of a chair.
Five kinds of fuel.
Five kinds of stone.
Five rivers.
Five cities.
Five bays.
Five nations.
Five uses of wool.
Five uses of wood.
Five uses of iron.
Five uses of gold.
Five uses of water.
Five uses of leather.
Five uses of silver.
Five ways to ride.
Five holidays.
Five subjects you study.
Five inventors.
Five men who have written books.

The Plan Book.

If you want to be a power in your schoolroom, keep a daily plan book, in which each lesson is briefly outlined. It gives conscious strength, freshness of thought, and helps in every line.

Children respect a teacher who comes fully prepared for the work of the day. They are never too young to feel this influence, and it invariably produces the systematic, healthful atmosphere of work which always indicates good results.

Parents feel the result of the plan book, and very soon understand that their children have a genuine teacher, who not only teaches what the course of study requires, but much more.

If the work of the day is thoroughly planned, all worry about "What shall I do next?" is gone, and if a visitor appears, little embarrassment is experienced, and, in the majority of cases, the teacher does herself greater credit than she otherwise could have done.

To remember just what was taught three months ago, or how much drill was given a point, or the exact kind used, is an impossibility. The plan book tells all this, and much more, without taxing the memory, and it secures greater variety in every schoolroom. It is needed just as much in the first as the third grade, because it makes the work of teaching so much easier and more satisfactory. Not one teacher should fail to try it.—Midland School.

The Magic Flakes.

THEY lighted on a little girl's hand,
Half a dozen or more,
But the pretty snowflakes did not know
They had seen that child before.
They had rested once on a summer day
In a tiger-lily's cup,
Till the sun sent down a little ray
That quickly drank them up.
Some winter morning clear and cold
She may see them yet again,
Changed by the frost-elf's magic wand,
To a picture on the pane.

—Mary F. Butts.

Books.

BIRD CRAFT. A Field Book of 200 Song, Game, and Water Birds. By Mabel Osgood Wright. With Eighty Full-page Plates by Louis Agassiz Fuertes. New York: The Macmillan Company. Cloth. 317 pp. Price, $2.50.

Bird day is largely responsible for the most remarkable array of popular bird literature in the past twelve months that has ever honored any department of human knowledge in the same time. Superintendent C. A. Babcock of Oil City, to whom the country is indebted for the day's first observance, has in this literature a matchless monument to his own devotion to the children's knowledge of and love for the beauty and melody of the birds, and in this monument "Bird Craft" has first place. This is a beautiful work, as it must be, with eighty elegant full-page plates, it is instructive, as it must be, with 300 pages of authentic facts recited by a master's pen, but it is more than can be expressed by beauty and information, it is in every page an inspiration to know and love the sweetest and merriest of all God's creatures. There is not a genuinely sombre note in the ornithological orchestra. There is more joy to the second in the breathing and in the voicing of life in song birds than in any other companions of man.

Miss Mabel Osgood Wright appreciates the influence of the life, beauty, and song of birds upon the spirit and character of children, and every phase of this beautiful book is attuned to this ideal. "You may know the birds and call them by their familiar names if you have keen eyes and a pocketful of patience. The flowers silently await your coming, while with the birds it is often only a luring call, a seraph of melody, and they are gone."

Miss Wright treats of the spring song, the building of the nest, the water birds, and birds of autumn and winter, but the best chapter, in many respects, is "How to Name Birds." The major part of the work is given to "Bird Biographies." There is in every feature of the book a genuine charm, a touch of art, the beauty of nature, and the power of a master.

GRAMMAR SCHOOL GEOMETRY AND METHODS IN ARITHMETIC. By William M. Giffin, Ph.D., Vice-Principal Chicago Normal School. 7710 Emerald Avenue, Chicago: Published by the author. Price, 25 cents.

This treatise consists of two parts. Part I., "Grammar School Geometry," gives thirty-one lessons, the first twenty-two are devoted to drawing figures and constructing angles. Each lesson is interspersed with questions to fix each revealed geometrical truth in mind. The last nine lessons are devoted to demonstrations. Part II., "Methods in Arithmetic," has outlines in number work for September, with suggestions as to methods for all grades; for October, with suggestions as to each grade from the first to the eighth; for November, with general directions and suggestions as to methods; for December, with general directions and suggestions in lines, area, volume, bulk, and percentage; for January, with general directions on longitude and time. Number work is taught through different woods used for furniture, masonry and plastering, etc. The work is a novelty, but eminently practical. It is in pamphlet form, paper cover.

Mr. Giffin had his initiation into the mysteries of teaching in a rural school. He attracted the attention of the educational public to his administrative wisdom and professional good sense while principal of one of the largest grammar schools at Newark. He has been for several years at the Cook County normal school, without forgetting his experiences in rural and city schools, as this book testifies.

HISTORIC HOUSES AND SPOTS IN CAMBRIDGE, MASSACHUSETTS, AND NEAR BY TOWNS. By J. W. Freese, Principal of the Washington School, Cambridge. Boston: Ginn & Co. 144 pp.

Historic houses and spots in town, state, or nation become more sacred as civilization advances. They are valued for their antiquity, their uniqueness, and their historic associations. And as one after another disappears, it is announced with sadness, "Our 'landmarks' are being removed," and special efforts are made to preserve the relics with these memories. Historically considered, this subject is important. Principal Freese has done a valuable service, therefore, not only to his pupils, but to the school children of Cambridge and other places, present and future, by giving in this modest little work definite location and brief account of the most famous old houses, with forty-six perfect representations. Among these we have the Adams, Austin, Brattle, Brown, Parson Capen, Cradock, Emerson, Everett, Old Fairbanks, Lee, Hill Boardman, Abel Locke, Lowell, Longfellow, Old Manse, Rebecca Nourse, Old State, Old South, Old Powder, Pierce, Pratt, President's, Isaac Royall, Ruggles, Saltonstall-Whipple, Benjamin Thompson, Samuel Tufts, Vose, Ward, Waterhouse, Wayside, and Wyman houses, the old First church, the Old South church, Christ church, in Boston and Cambridge, Vassall monument, the Washington elm, with numerous tablets with inscriptions.

HARPER'S ROUND TABLE. Bound Volume No. XVIII. New York: Harper & Brothers. Price, $3.50.

This volume of nearly 1,300 pages, profusely illustrated, is practically a number of books bound up in one. There are no less than eight complete serial stories, of adventure on land and sea, by such well-known authors as Kirk Munroe, Captain Charles King, Molly Elliot Seawell, and Ellen Douglas Deland. The short stories cover the whole field of subjects which appeal to boys of energy and pluck. There are descriptive articles of travel and hunting in many lands by writers who have lived through the scenes they describe. There are explanations of how to make all sorts of useful and interesting things, such as model yachts, stereopticons, and kites. There are articles on the year's athletics in the principal schools, and papers discussing the English schoolboy, his work and his sports, which afford an interesting comparison with our American system. The Camera Club notes represent a practical treatise on amateur photography, and the collector of stamps and coins finds his hobbies fully treated. There is a plentiful supply of humorous stories, many of them by John Kendrick Bangs. There is also a due proportion of articles upon subjects of national importance.

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February—A Finger Play.

BY LETTIE STERLING.

[Tune: "All for Baby."]

(Found in Emilie Poulsson's "Finger Plays.")

HERE is February, (2)
Such a tiny thing;
She's the shortest daughter
Mother year can bring.

February sunbeams (3)
Brighter grow each day,
Telling that the winter
Soon will pass away.

February sunshine
Melts the fallen snow; (4)
And we see, at noontime,
Little rivers flow.

February mornings
Frosty panes (5) can show;
Still we're making (6) snowballs;
Still the sleighbells (7) go.

Little February
Her own whims doth please;
If to-day she's thawing, (8)
Soon she'll tightly freeze. (9)

2. Hold up little finger of left hand vertically.
3. Hold both hands with palms toward floor and fingers drooping carelessly, easily, to represent sunbeams.
4. Hands as in 3 until word "noontime"; then let both hands show the gliding motion of the little rills that run through the streets when the snow thaws.
5. Pointer and middle finger of right hand spread apart and laid over pointer and middle finger of left hand, so that the opening formed would be the supposed pane of glass.

The Flowers' Goodnight.

BY IRWIN F. MATHER.

SOFTLY the snowflakes came floating down,
And wrapped a white mantle o'er earth, sere and brown.
Cosily covered in warm winter beds,
The sweet little flowerets drooped their bright heads.
The autumn winds sang them a soft lullaby,
"Good-bye, little flowers, good-bye."

Tuck them in snugly, snowflakes so white,
That they may sleep soundly through winters chill night.
Let not their slumbers be troubled by fear,
Cover them warmly from winds bleak and drear.
Whisper to each as it sinks out of sight,
"Good night, little flower, good night."

Soon will the blue arching skies overhead
Smile on the flowers tucked snugly in bed.
Warm sunshine ere long will come lovingly down
And lift the white robe from the earth, bleak and brown.
South winds will blow, and coaxingly sing,
"Wake up, little flower, now it is spring."

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Valentine's Day.

SILENT little snowflakes,
So swiftly falling down,
Merry little sleigh-bells
Jingling through the town.
Through the window peeping
Two little faces sweet;
Four bright eyes they're keeping
On the postman down the street.
Oh, postman, have you got one?
One valentine for May?
While Bessie stands and watches,
With not a word to say.
Run, Bessie, he is coming,
I hear his jolly ring,
Oh, thank you, Mr. Postman,
Our valentines to bring.

—Sadie Pierpont Barnard.

For a Dumb Animal Entertainment.

(Enter a little girl fondling a small kitten.)

MY dear little kitty,
I know it's a pity
To show you in public just now,
But you are so clever,
I long more than ever
To give you a squeeze—(Meow! by the girl.)

Ah! well I remember
The day in December
I found you far up in the mow
With three little others
I knew were your brothers
By their sweet tender voices.—(Meow! Meow!
Meow! by three small girls.)

Clear, sparkling cold water,
For son or for daughter,
Is good, we all must allow,
But to drown their sad crying,
And leave them all dying,
Brings tears to my eyes.—(Meow! Meow!
Meow! in stifled tones.)

I'll save you, my jewel,
From torture so cruel,
By some means, I cannot tell how,
I know there is danger
From each tabby stranger
Who prowls about howling—(Meow, etc., deep voice.)

Now, kitty, we're going,
And let us be showing
Politeness to all by "good-night" and a bow,
And, instead of the singing,
You will now hear the ringing
Of voices of children, like cats in a row.—(Meow!
Meow! by all the class.)

—Our Dumb Animals.

A Race.

A mad little tear
And a sad little tear
Once started a queer little race.
"I am ahead!"
The angry tear said,
As it hurried own Peggy's small face.

But the sad little tear
Met a glad little tear,
And together they hurried apace.
"I'm sorry, mamma,
Truly I are!"
And the sorry-glad tear won the race.

—Marie Gloden.

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JERSEY CITY, N. J.

Dorothy's Valentine.

WEE Dorothy sits by the little stand,
With paper smooth and white,
A pencil held close in the chubby hand,
Her eyes with smiles are bright.

She has drawn a tree, and painted green
The leaves of a vivid hue,
Her flowers are the brightest ever seen,
Their size is marvelous, too.

She wonders if papa will ever know
From whom the picture came,
For mamma says that it must go
Without the sender's name.

Her work, she thinks, is rather grand,
For a little girl, you see,
And secretly hopes he will understand—
"To papa dear—from me."
—Mattie I. Sherman, in the Chicago Interior.

Thought Grandma Neglected.

'TWAS a "comfort picture," surely!
In his father's easy chair
Sat our Ted, with open volume,
And with such a studious air.

Conning, "I love, you love, he loves,"
He didn't notice sister Kate,
As she stood, spell-bound with wonder,
Close beside the open grate.

Soon she gently touched his elbow.
"Tell me, Ted, please tell me true,
For you's given 'way your secret,
So, please tell me, you loves who?"

Then 'twas Ted who looked with wonder,
And he couldn't help but stammer,
"I love? why, you precious sister,
I'm trying hard to love my grammar."

Slowly turning from her brother,
Grieved that it should happen so,
To herself she softly whispered,
"I loved Grandma long ago."
—Adelbert F. Caldwell.

The Dog of St. Bernard's.

ONE stormy night upon the Alps
Walked sadly on through ice and snow,
A traveler, weak and old,
And shivered with the cold.
His eyes were dim with weariness,
His steps were short and slow.
At last he laid him down to sleep
Upon a bed of snow,
Before he closed his aching eyes,
He heard a cheerful bark;
A faithful dog was by his side,
To guide him through the dark.
And soon beside the fire he stood,
And earnestly he prayed
For those who trained that noble dog,
And sent it to his aid. —Selected.

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Rules for Formation of Good Questions.

POSITIVE RULES.

1. The language should be simple, clear, familiar, terse, and to the point.

2. The question should be suited to the capacity of the class; that is, it should not be so framed as to be beyond their mental grasp. Capacity embraces the knowledge and natural ability; overestimate neither if you wish to succeed.

3. The questions should follow in proper sequence; that is, they should be logically arranged.

4. They should also be suited to the information of the children; that is, they must embody or demand knowledge not within the possession of the children. A question may be quite within the ability of a class, but out of their present knowledge.

5. Never lose sight of the real function of questioning—to find out what children do know; not what they do not know.

NEGATIVE RULES.

1. See that the repetition of the question does not add to it.

2. Avoid leading questions, and do not let them suggest their own answers. Make them demand a reasonable effort.

3. The questions must not be ambiguous or vague.

4. Avoid elliptical questions (having a part omitted). They are noisy, and neither indicative of sustained attention nor knowledge. Their use should only be tolerated for a rapid interrogatory recapitulation.—Garlick's Manual of Method.

Nagging.

Correction is a noble beast, but nagging is the meanest mare in the stable. The one is transformed into the other by the potent poison of selfishness. Nagging is admonition soured. Nagging is correction run to seed. Admonition is progressive, nagging is stationary. Admonition is sympathetic, nagging is egotistic. Admonition teaches, nagging judges. Admonition graciously leads, nagging spitefully pushes. Admonition is a sagacious St. Bernard, nagging is a snapping poodle. Admonition produces reformation, nagging produces only exasperation.

There is a righteous indignation which is a teacher of righteousness; but nagging is born of unrighteous indignation. Its hidden force is to offend self-esteem. It is often our duty to find fault, but it is more often our duty to stop finding fault. To cease speaking is as great an art as the art of speech. Better corrections many times too few than once too often.—Selected.

THE STUDENTS' STANDARD DICTIONARY; or, THE STUDENTS' EDITION OF THE STANDARD DICTIONARY. New York: Funk & Wagnalls Company. 930 pp. 60,000 words. 1,225 illustrations. Price, $2.00, net; $2.32 by mail.

This is a "treasure." It contains every word that any one can have occasion to refer to ordinarily, and gives all that we need to know of the orthography, pronunciation, meaning, and etymology of more than 60,000 words and phrases in the speech and literature of the English-speaking peoples, with synonyms and antonyms. There is also an appendix of proper names, foreign phrases, faulty diction, disputed pronunciations, and abbreviations. The 1,225 pictorial illustrations are a great feature. No one can conceive the wealth of information, the convenience for reference, the elimination of non-essentials which make this book worth much more than the price to any student, teacher, or writer. There are few persons who have occasion to refer to more than 62,284 words; as authority in pronunciation it is as valuable as the larger works, the definitions are sufficient for general use, 450 synonyms are as many as most people ever care to consult, the 2,000 antonyms are a new and valuable feature, while 1,000 illustrations of the critically correct use of prepositions is a new and interesting aid. The definitions and synonyms are much more complete than seems possible in a work that sells for $2.00 ($2.32 by mail). In addition to all other advantages, it has many important words now in daily use that were unthought of a few years ago, and appear here for the first time.

Sense-Training Exercise.

Ear Training.—Have pupils listen to the sounds when different blocks are struck.

Have pupils close eyes and tell which block was struck.

Drop a block at different distances from the table. Let pupils close eyes; drop a block and let pupils tell at what distance held.

Have pupils close eyes and tell in what direction the teacher or pupil walks.

Let one pupil speak and the rest, with eyes closed, tell who it is.

Have different objects on table, as a glass jar, a tin pail, a block, and a dish. Have pupils tell the order in which the objects were struck. —Sallie Houghton, in Midland Schools.

The child study movement is being helped on very much by the efficient courses of the National Correspondence Normal. See their advertisement, page 231.



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Fourteen By-Laws for the Schoolroom.

The following may, from time to time, aid in the government of the schools if given in the form of a suggestion, not as a rule or command:—

Suggest that: 1. Every pupil should be present at 9 a. m., or at beginning of exercises.

2. Feet should be well cleaned before entering the room.

3. No one must leave the room without permission.

4. Everyone is expected when time for reciting to be prepared.

5. Profane language must not be used in or out of the schoolroom.

6. The use of narcotics is positively not allowed on the school grounds.

7. Books and slates must be kept in good condition, and not be left on the desk during an intermission.

8. Paper or other rubbish must be deposited in the waste-basket; not on the floor.

9. Books or magazines should not be taken from the library or reading room without permission of the teacher or the librarian.

10. Questions should not be asked by pupils outside the class during a recitation.

11. No one should lean against the wall or desk while reciting.

12. Playing, noisily, in the room during an intermission is not allowed.

13. No furniture or anything on the grounds should be defaced or destroyed.

14. Whispering is not allowed, and will not be tolerated.—P. J. Van Hemert, in South Dakota Educator.

Memory Gems.

"As welcome as sunshine,
In every place
Is the beaming approach
Of a good-natured face."

"As genial as sunshine,
Like warmth to impart,
Is a good-natured word
From a good-natured heart."

How empty learning and how vain is art,
But as it mends the life and guides the heart. —Young.

In children a great curiousness is well,
Who have themselves to learn and all the world. —Tennyson.

There is no state in which the bounteous gods
Have not placed joy, if men would seek it out?—Crown's Darius.

What you keep by you, you may change and mend,
But words once spoken can never be recalled. —Roscommon.

Honor to those whose words or deeds
Thus help us in our daily needs,
And by their overflow
Raise us from what is low.
—Longfellow.



A desperate looking man, with two drawn revolvers, is not a pleasant person to meet at a lonely cross-road. Most men will go a long way out of their road to avoid such an encounter. The same men will recklessly neglect their health and court death in the guise of consumption or some other equally fatal disease. One-sixth of all the deaths each year are due to this most fatal of maladies.

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Dr. Pierce's Pellets cure constipation.

But one thing let me tell you, John,
Before you make a start,
There's more in being honest, John,
Twice o'er than being smart.
Though rogues may seem to flourish, John,
And sterling worth to fail,
Oh! keep in view the good and true:
'Twill in the end prevail.
—From "Leaving the Homestead."

Evil thoughts are more dangerous than wild beasts. Keep your head and heart full of good thoughts, and bad ones will find no room.

We get back our mete as we measure,
We cannot do wrong and feel right;
Nor can we give pain and get pleasure,
For justice avenges each slight.
—Alice Cary.

The Night is mother of the day,
The Winter of the spring,
And ever upon old decay,
The greenest mosses cling.
—Whittier.

I am indebted to curiosity for whatever progress I have made in science. There are common experiments which I perform now with as much glee at the result as when I was a boy.—Michael Faraday.

School Culture in Schools.

Teach the children to come in quietly, boys removing their hats.

Not to pass in front of each other when possible to avoid it, to apologize when not.

To preface every request, no matter how slight, with "Please," and to receive all favors with "Thank you." Don't tolerate "Thanks" under any consideration. It has a crisp, curt sound.

Not to push, jostle, nor crowd.

To use always a low tone.

To prefer others before themselves.

To keep desks, floor, wall, and books in order.

To make a careful toilet as to hair, nails, hands, face, neck, and ears before coming to school.

To sit and stand erect.

Not to throw, but to carry things.

Not to speak with anything in the mouth.

To speak kindly of all—particularly of the absent.

Not to "fuss" over little things, nor over anything.

To look pleasant even under difficulties.

These can be taught by example. —Tennessee School Journal.

Avoid Them.

Avoid the following barbarisms:—
Secondhanded—for secondhand.
Offhanded—for offhand.
Speciality—for specialty.
Rotatory—for rotary.
Causality—for causalty.
Illy—for ill.
Firstly—for first.
Doubtlessly—for doubtless.
Preventative—for preventive.
Educationalist—for educationist.
Jeopardize—for jeopard.
—Quackenbos.

Learn to make a right use of your eyes; the commonest things are worth looking at,—even stones and weeds and the most familiar animals. The difficult art of thinking, of comparing, of discriminating, can be more readily acquired by examining natural objects for ourselves than in any other way.—Hugh Miller.

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The readers of this paper will be pleased to learn that there is at least one dreaded disease that science has been able to cure in all its stages, and that is Catarrh. Hall's Catarrh Cure is the only positive cure known to the medical fraternity. Catarrh being a constitutional disease, requires a constitutional treatment. Hall's Catarrh Cure is taken internally, acting directly upon the blood and mucous surfaces of the system, thereby destroying the foundation of the disease, and giving the patient strength by building up the constitution and assisting nature in doing its work. The proprietors have so much faith in its curative powers, that they offer One Hundred Dollars for any case that it fails to cure. Send for list of testimonials. Address,

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Hints.

There are teachers who do not realize how helpful it is to visit children in their homes. Oh, you say, we haven't time. Yes, you have. Two calls a week won't use up very much of your precious time. Set about doing it, and it is done.

The other day a boy proved especially trying, and it seemed necessary to see his parents. A—— gave his teacher to understand that if she showed herself at his house his mother would give her (Miss Jack) a good talking to; in other words, would give her a "piece of her mind."

Imagine that teacher's feelings! It isn't pleasant to meet an ogre. But she started off, nothing daunted by the thought of her reception. Conceive, if you can, her relief, when a sweet-faced, lady-like matron welcomed her with a cordiality wholly unaffected, invited her in, and awaited her pleasure. The indignation and surprise of that mother upon learning of her son's misconduct well repaid Miss Jack for her effort.

Mrs. —— very sensibly promised to take her offspring in hand, and Miss Jack can scarcely believe him to be the same youth. Very pleasant relations exist between him and his teacher, and brought about by one fifteen-minute call.

The same afternoon J. T. went to a house where are two of her children, one, a bright and lovable little girl, the other, something of a dullard, mischievous, and hard to like. It was there she learned of the boy's many peculiarities, for some of which there were given good reasons. A better idea of how to manage H—— was gained. Mrs. —— had a story to tell, which Miss Jack was very glad to hear. It was a bit of untruth that involved the principal and the boy. Mrs. —— was indignant at what she thought the truth, but which Miss Jack quickly informed her was only child's talk. You see, therefore, by that call falsehood was put down, and one mother left in a pleasanter frame of mind.

Miss Jack intends to go the rounds before cold weather. Two or three calls a week. It won't take so very long, after all.—Educational News.

Queer Weights and Measures

None of our teachers will find in any of the text-books the following curious weights and measures of foreign countries contained in a recently published compilation of the department of state:—

A "barrel" in Spain, used alone, means 100 pounds of raisins; but in Malta it is the official customs term for 11.4 gallons. The word "candy" in India means 500 pounds in Madras and 529 pounds in Bombay. In the Spanish language "pie" means a measure equal to nine-tenths of the English foot. In Germany the word "last" refers to two metric tons, or 4,400 pounds English; but in England it stands for 2½ bushels of dry malt. "Dun" is Japanese for one inch, and "li" Chinese for 2,115 feet. In Palestine "rottle" means 6 pounds, but only 5¼ pounds in the neighboring country, Syria. "Seer" is Indian for 1 pound and 13 ounces. "Salm" is Maltese for 490 pounds, and "poud," Russian, for 36 pounds. A "catty" in China, Japan, and Java means 1 1-3 pounds, but in Sumatra it means nearly twice that weight. The word "coyau" is Sarawak for 3 pounds, and Siamese for 2½ pounds.

The Spanish word "fanega" in Chili means 2½ bushels, in Uruguay 3.88 bushels, in Venezuela and Central America 1½ bushels. "Arroba" is a measure of weight, meaning 32½ pounds in Brazil and 25 1-3 pounds throughout the rest of South America. "Arshure" is a Russian yard of 28 English inches; "tonde" in Denmark means 3.94 bushels, while "tunna" in Sweden means 4½ bushels. Again "tondland" in Denmark means 1.3 acres, while "tunnland" in Sweden means 1.22 acres.—Brooklyn Teacher.

School Luncheons.

The large schools of England have provided a noon luncheon for many years, thus obviating the necessity of taking home lunches or buying the unhealthy foods of the bakeshop.

In Vienna the children are served by the People's Kitchen for two cents a meal. This pays for the food only, while the service is chiefly voluntary, and the general organization is a gift from the government, the city, and the citizens, all of whom contribute.

In Paris the city itself furnishes its school children with luncheons, just as it provides schoolhouses. The covered play-room serves as a noonday restaurant, where a luncheon, consisting of a bowl of soup and a plate of meat and vegetables, is furnished for three or four cents. If any child is too poor to pay this small amount, a ticket is given, entitling him to share equally with the others.

In Boston the New England Kitchen provides nutritious and economic lunches for its eight high schools, composed of 1,100 children, and in New York the board of education has indorsed Superintendent Jasper's idea of establishing lunch rooms in the public schools of that city.—New York Tribune.

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The 1898 calendar of the Lake Shore & Michigan Southern railway is a very odd and handsome one, being made to represent a government mail pouch. It will be sent to any of our readers by applying to A. J. Smith, general passenger and ticket agent, Cleveland, O., and enclosing eight cents in postage.

The Standard Literature Series, issued by the University Publishing Company, 43 East Tenth street, New York, now includes twenty-eight numbers. The latest issue is Scott's "Tales of a Grandfather" (Scottish history). Cooper's "Last of the Mohicans" will be ready in February. Other volumes which will soon be ready are "The Yemassee," by William Gilmore Simms, "Westward Ho!" by Charles Kingsley, "Black Beauty," "Arabian Nights" (selections), "Pilgrim's Progress" (condensed), "Silas Marner" (George Eliot), "Last Days of Pompeii" (Bulwer), and several others.

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WANTED.

The following back numbers of the American Primary Teacher: Vol IX., Nos. 8, 9, and 10 (April, May, and June, 1886); Vol. X., Nos. 7 and 8 (March and April, 1887). Any subscriber who has these numbers, and is willing to sell them, will please correspond with the publishers,

NEW ENGLAND PUB. CO.,
3 Somerset St., Boston, Mass.

An Arbor Day Composition.

MY TWO TREES.

The following composition was written for Arbor Day by a thirteen-year-old pupil:—

On this Arbor Day a year ago, I planted two maple trees; the one I named Washington and the other Anthony Wayne. But you know that they were very bold and fierce men to come in contact with in a battle.

When I planted my tree Washington, it was about two feet high, but now it is about nine feet six inches, and has eight little branches, which come out on all sides of the tree at its thickest part, which is about one-half an inch thick. The leaves are not so numerous now, because they are falling off. I think in about five or six years it will be a large tree, if it keeps on growing like it did this year, and if it is not injured by something.

When I planted Anthony Wayne it was about one foot high, but it was put back in some way, and it is only five feet six inches. It has two long slender branches which look like the letter "Y," with leaves over it. The trunk is about a quarter of an inch thick. It has on its two branches sixty-eight leaves now; the leaves grow out very peculiar; one leaf will grow out and then above it will be another, which came out just the same, but is on the other side of the tree, and so you see one leaf points north, one east, one south, and the other west, so it is a sort of a compass in one way.

Most trees now are covered with yellowish-like leaves.

Harry A. Zartman,
Sunbury, Pa.

The Use of Beauty.

A party of women once had the privilege of inspecting a factory devoted to the manufacture of spool-thread. Their cicerone was the proprietor of the factory, one of the largest in the world.

What most impressed the visitors, however, was not the size and evident prosperity of the plant, but the beauty of the place. Not only was every hygienic and commercial comfort attended to, but, so far as possible, every aesthetic consideration as well. Around each wall of the spacious, well-windowed apartments where the work was done ran a broad, exquisitely painted frieze. The figures upon the frieze were a dainty dancing company, beautiful in color as well as in form, and fit to grace the walls of a dwelling rather than a mill.

Finally, one of the women, a practical, plain-spoken dame, asked the owner why he made beauty such an object.

"I don't see the use of a frieze like that in a factory," she said, bluntly. "Why do you have it?"

The mill-owner smiled. "Well, come to think of it, it is a very practical reason," he said. "I find it makes better thread."—Selected.

STUDIES IN PLANT LIFE.

A series of twenty-eight charts, in which 300 drawings from nature fully illustrate the HISTORY OF THE PLANT from its germination to the maturity of its fruit and seeds; the ANATOMICAL STRUCTURE of some of its parts; and various SPECIAL ADAPTATIONS of the FLOWER to secure CROSS FERTILIZATION; designed for teaching NATURE STUDY in primary grades and for teaching BOTANY in High Schools and Academies.

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Teach the Children

Never to: Hold a book near the fire; drop a book upon the floor; turn the leaves with the thumb; lean, nor rest, upon an open book; turn down the corners of leaves; touch a book with damp or soiled hands.

Always to: keep your place with a thin book mark; place a large book upon the table before opening it; turn leaves from the top with the middle or forefinger.

Never pull a book from the shelf by the binding at the top, but by the back.

Never touch a book with a damp cloth nor with a sponge in any form.

Never place another book nor anything else upon the leaves of an open book.

Never rub dust from books, but brush it off with a soft, dry cloth or duster.

Never close a book with a pencil, a pad of paper, or anything else between the leaves.

Never open a book further than to bring both sides of the cover into the same place.

Always open a book from the middle, and never from the ends or cover.

Always keep any neatly-bound borrowed book covered with paper while in your possession.

Never attempt to dry a book, accidently wet, by a fire, but wipe off the moisture with a soft, dry cloth.

Never lend a borrowed book, but return it as soon as you are through with it, so that the owner may not be deprived of its use.

Never cut the leaves of a book or a magazine with a sharp knife, as the edge is sure to run into the print; nor with the finger, but with a paper cutter or an ordinary table knife.—National Educator.

Thoughts for Thoughtful Teachers.

1 The child should be the teacher's central point of study.

2. The teacher's work is important, but the child's more so.

3. Education is a growth, an evolution by and through the child.

4. The child is the chief agent of its own development.

5. The teacher is a purveyor, a selector and supplier of material.

6. Self-activity, the most important principle in education. Wherever this has been destroyed disorder has sway.

7. The larger part of our so-called education ends in stunting mental power. The methods in use in too many primary schools destroy interest—the child's desires to learn—and develop stupidity.

8. Individuality of the child is sacred, says Frobel.

9. Children should be creators instead of imitators.

10. Too much inducation and too little education.

11. Pupils consumers but not producers.

12. Much instruction, but little education.

13. Education should be an unbroken whole from infancy up through the university.

14. Teachers should be character formers.

15. Boys should become more of gentlemen, and girls more of ladies.

16. Pupils should, from the primary school up, be trained to self-control.

17. The reading matter of our boys and girls neither forms nor develops intellectual feeling nor willing, appreciative centres, and hence is pure dissipation of energy and stunting of character.

18. All reading matter for character formation should form an uninterrupted sequence, each selection pointing towards the next and preparing the way for it.—Selected.

A teacher once refused to take the advice of the committee and expel a bad boy from school. The boy, knowing of his teacher's confidence, began to do better, and continued with such perseverance that he afterward became eminent. He was thrice elected governor of New York, and once to the United States senate. He was also under one president, secretary of war, and under another secretary of state. A word of encouragement proved to be the turning point in the life of William L. Marcy. How many may have failed because of the lack of such a word?—Rev. Dr. W. S. Perkins.

Sight Training Exercise.

Sight Training.—Have a number of blocks on table. Let pupils look at the group, then close eyes. Remove one. Pupils open eyes and tell which one is gone.

Arrange a set of blocks in different orders behind a large book. Remove book for an instant, and let pupils tell the order in which they were placed.

Show blocks to pupils as quickly as you can pick them up and have them named.

Show two blocks quickly, and have them named. The sum, difference, product, and quotient can be told after some practice.

Draw a line six inches or one foot long. Let pupils draw one one-half, one-third, one-fourth, and twice as long.

Touch Training.—With eyes blindfolded, and by the touch, let pupils tell names of different blocks.

Name different rectangles.

Tell the order in which a set of blocks is placed.

Tell the material of which different pupils' clothes are made; also who they are.—Midland Schools.

Where I spent the summer of 1896 was a little maid of six. Hers was a bright, restless spirit, very hard to govern. Sometimes, when all other methods of punishment failed, her mother would use the rod. One day, when I sat writing by an open window, I heard this little Ruth talking on the veranda. I looked out, and saw her mildly whipping a chair, meanwhile holding her disengaged hand on her heart, while in a pained voice she said: "You know it grieves mamma to do this; it really hurts her more than it does you, dear," and much more in the same strain. During the two hours I sat where I could both hear and see this small imitator, she repeated the same scene three or four times.—Child Study Monthly.

Competency of Teachers.

It is often said that a good primary teacher must be a specialist The saying is but half the truth. The whole truth is that each of several of her branches, as kindergarten, nature study, literature, and physical culture, might well employ the skill of a specialist. In this regard, primary teaching is in marked contrast with high school work, where nearly every branch his its special instructor. Considering all the conditions, it seems to me probable that the primary teacher occupies the most difficult and most responsible position in our system of schools.—Superintendent W. S. Perry, Ann Arbor.

"People do not understand childhood. With the false notions we have of it, the further we go the more we blunder. The wisest apply themselves to what it is important to men to know, without considering what children are in a condition to learn. They are always seeking the man in the child, without reflecting what he is before he can be a man. This is the study to which I have applied myself most; so that, should my practical scheme be found useless and chimerical, my observation will always turn to account. I may possibly have taken a very bad view of what ought to be done, but I conceive I have taken a good one of the subject to be wrought upon. Begin, then, by studying your pupils better; for most assuredly you do not at present understand them. So if you read my book with that view, I do not think it will be useless to you.

"Nature requires children to be children before they are men. If we will pervert this order, we shall produce forward fruits, having neither ripeness nor taste, and sure soon to become rotten; we shall have young professors and old children. Childhood has its manner of seeing, perceiving, and thinking, peculiar to itself; nothing is more absurd than our being anxious to substitute our own in its stead."—Jean Jacques Rousseau.

"Great hearts alone understand how much glory there is in being good."

"Progress is the activity of to-day and the assurance of to-morrow."—Emerson.

"Not to go back is somewhat to advance."

"They who wish to govern others must first learn to govern themselves."

We take pleasure in introducing to the Teacher readers the advertisement of J. M. Olcott, manufacturer and dealer in school supplies at 70 Fifth avenue, New York City. Mr. Olcott has been for many years devoted to educational work, and has established headquarters for almost all kinds of school supplies and devices to aid the teachers in their work. The W. & A. K. Johnston's celebrated wall maps, globes, etc., are sold, in this country, by Mr. Olcott. He is also one of the leading contractors for blackboards, natural slate and other kinds. He manufactures a splendid line of high-grade correspondence papers, composition books, note books, tablets, examination and drawing papers of every description at prices by the quantity such as towns and cities will appreciate, but that will surprise the supply agents. Olcott's best school ink is already generally used in the schools, public and private. Two thousand gallons or more sold to schools direct in 1897. Write to Mr. Olcott and have all your wants supplied promptly in one order. Don't forget his address, J. M. Olcott, 70 Fifth avenue, New York.

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I saw it myself, for in November I visited Indianapolis, Cincinnati, Chicago, Omaha, Denver, Kansas City, Pueblo, and St. Louis, and saw every one up to his eyes in new business. The consumer at last had money once more, and was spending it.

The industrial triumphs of 1897 are important. In this year the business cloud passed away and another era of prosperity, hopefully of long duration, opened. Export trade was larger in the fruits of the harvest, and particularly in manufactured goods, than in the history of the country. Americans are competing in every market. American motors won the order in London. On a bridge in Holland an American firm was the lowest bidder. American steel rails go regularly to China, Japan, and India. A movement is on foot to have the English parliament pass a law changing the stamp on goods not made in England, stamped "Abroad" instead of the name of the country where they are made. This is an effort on the part of the English lawmakers to obscure the origin of these goods.

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Don't make excuses.

Don't ask visitors if they wish any certain subject taught.

Don't change the regular order of work unless requested.

Teach as if no stranger were in the room.

Don't leave your pupils and pay too much attention to the visitor. There is sure to be disorder if you do.

Always be ready for visitors. Never allow your pupils to get into such conditions or positions as you would not care to have visitors see.

Don't try to cover mistakes of pupils. Mistakes are only natural. Visitors enjoy them, and delight to see children correct themselves and each other.

Be natural. Don't put on a "visitor's" manner or voice. The children will notice it, and, being unused to the sudden change, will not respond promptly. They will, too, set you down as a hypocrite.—J. W. Thomas.

Gleanings.

The teacher is the advancing ideal of the pupil.

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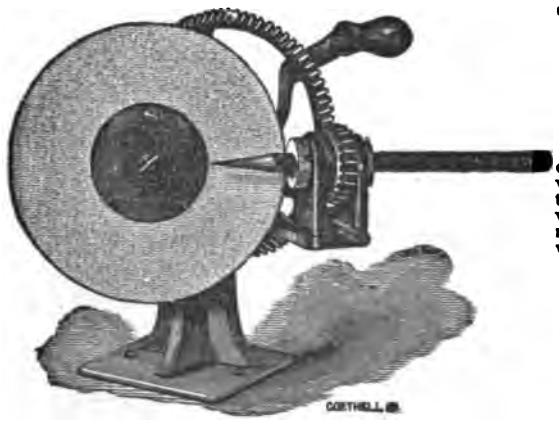
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 7. MARCH, 1898. A. E. WINSHIP, W. E. SHELDON, } Editors.

Mr. Winship's Conversations.

Emphasize the retention of character as much as its development.

Children from four to fifteen form about one-fourth the population.

"Child Study" is intended to be by scientists in a scientific way. The various child study associations help materially in this matter.

Teachers and parents see a child under entirely different conditions and in the case of many children this is the cause of radically different opinions of the same child.

Child study should afford a basis for the methods of education. It serves its purpose best when it leads to a rough classification of the temperament, disposition, and mental characteristics of the class.

Chicago has been the storm centre educationally since December 20. Never before in the world's history was there "put up such a fight" for salaries as that led by Ella F. Young and Catherine Goggin.

State Superintendent Junius Jordan, LL. D., of Arkansas has a state appropriation for summer normals. With this he holds eighty-eight three-months summer normals, in which 7,074 teachers were enrolled last summer.

Mayor Van Wyck of New York is said to have demanded that the school board raise the salaries of the "working teachers" to a respectable sum. If that is so, it will cover several sins by way of "blunt remarks to the president of the board of education."

A child that breathes through the mouth should have expert medical treatment. It is a delicate matter for a teacher to approach, but she should find a way, delicately, to speak of this to the parents or to the child's family physician and have it attended to.

The Athens, Ga., state normal school provides board, washing, light, books, tuition, and incidental expenses for $7 a month or $1.75 a week. Can any Northern state normal school approach this figure? The sad part of it is that in 1897 there were 200 applicants turned away.

When a pupil who is naturally kindly in disposition gives trouble by outbursts of passion you need to be exceedingly careful in your management of his case. There is some difficulty in his mental balance. There are many chances of doing him irreparable wrong by heedless chidings.

I have seen no better vertical writing in first and second grades than in the Scottdale, Pa., schools. It seems impossible for children of six and seven years, the former in school less than six months and the others less than twelve months, to write so gracefully and distinctly as these little people do.

There are children who have a right to an education, but there is a native defect which makes it impossible for them to do all the work that ordinary children can do. They should not be humiliated by sarcasm nor robbed of all hope by being refused promotion. The teacher needs the quality of mercy as well as of justice.

A child's nervous actions require more attention than any other feature of his school manner or methods. It is of slight importance what per cent. he gets, but it is a vital matter whether or not he is so trained physically as to rectify nervous weaknesses. The "marking" ofttimes should be of the teacher of a nervous child rather than of the child.

The Chicago grade teachers have made a grand struggle for high salaries, and in other cities teachers are to follow their example. There is to be a grand crusade all along the line. This is a healthy offset to the cry of retrenchment which has cursed a few of the cities of the northwest. Somerville, Mass., has entered the list of applicants for $100 a year extra for each grade teacher.

Those who flatter themselves that the word method is one of the modern fads will do well to look up a book published in 1840 and adopted by the Boston school board in 1841, "'My Little Primer' going before 'My First School-book,' to get me ready for it." In the preface the author says: "In teaching reading, the general practice has been to begin with the alphabet, and drill the child upon the letters, month after month. This method, so irksome and vexatious, both to teacher and scholar, is now giving place to another, which 'experience' has proved to be more philosophical, intelligent, pleasant, and rapid. It is that of beginning 'with familiar and easy words, instead of letters.'"

Mayor Harrison of Chicago said: "The salary of the grade teacher should be raised. The board pays its office people more liberally than it does the hard-working women who are giving their lives to the children of the city. I think a great injustice is being done. They seem entitled, on the showing they have made, to the increase in salary which they have asked. It is clearly the duty of the board to devise means for granting this just request. I shall ask the council to pass a resolution indorsing the increase. It has always been possible around the board to increase any other salary which came up for consideration. It is time to reward the people who do the hardest and most faithful work." Is it any wonder that the teachers shouted "Long live Mayor Harrison"?

SUGGESTIVE TOPICS FOR MORNING TALKS.

BY GEORGIA A. HODSKINS.

MARCH.

"Spring. March fans it, April christens it, and May puts on its jacket and trousers."—Thoreau.

MARCH winds. Their part and use in nature' plan. Evaporation of snow and water hastened by them. Do they aid in the wakening of the trees by starting the flow of sap?

Spring freshets. Study brooks and rivers near you. High and low water marks. Breaking up of the ice. Effects. Changes in the river's course and bed. Wearing power of water. Carrying power of water. Gravel. Silt.

Earliest signs of spring. Coloring in twigs. Red and yellow of the willows. Pussy willows and alder tassels. Poplars and birches. (Hiawatha's sailing for literature this month, with Lowell's "Suthin in the Pastoral Line," if the class are able to appreciate it.) Note the quantity of the pollen. Its use to the plant. Has it any other use? Bring in birch and alder catkins while they are stiff and hard. Note the change. Red staminate blossoms of the hazel.

Chickweed blossoms under the snow. What plants have kept green all winter? What show signs of having really grown under their snow blanket?

March blossoms. Crocus and snowdrop for the cultivated ones. Who knows the first native blossom? Skunk cabbage. Why its name? Why do the bees visit it? Where does it grow? Teach "spathe." In what other flower have they seen such a covering? Note the wonderful richness and variety of coloring. The hood-like shape of the spathe ending in a sharp beak. The protection which this offers against the March winds.

Flies. Gnats. Honey bees. Bumble bees. Butterflies (Vanessa Antiopa and small copper-colored).

Increase in the number of the winter birds, especially chickadees, woodpeckers, and nuthatches. Return of our summer birds. Bluebird and song sparrow sing when they first arrive. Flicker is prominent. Robin returns. Which birds come in pairs? Which in flocks? Which singly? Grackles.

> "Fust come the blackbirds, clatt'rin' in tall trees,
> And settlin' things in windy congresses."

Red-winged blackbirds. Where seen? Wild geese and ducks. Flight, call, and habits. Chipping sparrows, kingfishers, and pewees. The purple finch, appearance, song, one bad habit.

Birds that pass us going further north. Fox and tree sparrows, and warblers.

Read Longfellow's "Birds of Killingworth" to the class. Watch and see which of our native birds are helpful and how.

Watch the squirrels. Why has the striped squirrel not been seen during the winter?

Meadow mice. Rabbits. Fish. Turtles. Where have they spent the winter? Wood frogs and hylodes. Collect frog's eggs and toad's eggs.

A large gold fish globe is the best aquarium, but a wash bowl or a big tin pan is far better than nothing.

Children will find and bring in toad's eggs and frog's eggs and several varieties of snails. Doubtless, also, you will find many smaller, unsuspected treasures in the pond water with which they have filled up their pails.

Our aquarium contained last year, snails, dragon fly larvae, water newts, toad's and frog's spawn, and many tinier specimens. Cress and other water plants kept the water supplied with oxygen, and they were fed, as the children enthusiastically explained, "on that lovely green slime." They learned later, however, that among their water beasts were some with a very depraved appetite, for after we had filled our globe one of the boys announced that there were some tadpoles "left." "Anything else?" I asked. "Only mud and pollywogs," was the answer. He was told to put them in a fruit jar on the window sill, where they stood for about a week. One morning he announced that the pollywogs were all gone, and so they were, and they had left no trace behind. I suggested that he empty off the water carefully and then examine the mud which had settled to the depth of half an inch in the bottom of the jar. Investigation revealed three very well-fed dragon fly larvae!

Did you ever see one of these larvae make a meal off a tadpole?

Spring occupations. Plowing. What is land plowed for? Why could the Indians raise corn by only scratching the ground with a stick? What did they use to fertilize the corn hills? What do farmers use now for fertilizers? Why does ground need to be fertilized? Will Farmer Brown plant his corn, potatoes, and other crops in the same place that he did last year? What is a harrow? If you were going to raise a crop of potatoes, what would you plant? Winter rye. Color as compared with new grass. When was it planted? When will it be gathered in?

Sugar making. Vermont sugar law. Taste of sap. Amount obtained from a tree. How much sap is required to make a pound of sugar? Why not make maple sugar in July? In December?

The New York World asks editorially, "Who is the 'dull boy'?" and answers: "To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy.

"In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."

Where in the field the melting snow
Leaves hollows warm and wet,
Ere many days will sweetly blow
The first blue violet.

—Tennyson.

It is not enough to observe children and think about what you observe, you should not be content until you can describe in words what you observe. This always helps to accurate thinking, inspires to closer observation, and gives much greater value to your opinions.

SPRING BUDS.

BY HELEN DEANE.

WILLOW BUDS.

AMONG the first buds to be brought into the schoolroom are the willow buds. Each year they purr a new story to the little ones.

While little children cannot understand the plan and structure of these wonderful pussies, they can and will learn the lesson of protection.



WILLOW.

Any child who has been taught color effects must be conscious of the beauty of the yellowish-green stem, the brown scale, and the silver gray of the pussy. How do the pussies climb up the stem, one above the other, or is it like a winding staircase?

The scales look like tiny brown cups.

These little cups are very smooth inside.

The soft, gray down is really made up of little hairs. If it were not for these, the pussies would be cold during these first rough spring days.

THE LILAC BUD.

The lilacs are so widely distributed that many twigs can easily be obtained. Let the children examine the twigs. They will see that there are many buds on the sides. These contain the leaves.

The buds near the upper part of the stem are thicker and larger. These buds contain both the flowers and leaves.

If the lilac twigs be placed in water, the buds will develop rapidly. They will rarely develop into full-blown flowers (for we cannot expect sap enough in the little twig for full development), but the changes, the steady unfolding, will be of great interest to the little ones.



Lilac Twigs

They will see the little scales open and spread apart, and that every scale, bud, and leaf has a place.

The inner scales are longer, softer, and greener. The innermost leaves have veins. In the centre of the "leaf and flower buds" we see among the tiny leaves a little mass of green resembling a bunch of grapes. These are the baby flowers, and the children never tire of studying about their little cradles and how carefully they are protected.

The children will notice that the buds on the lilac twig are placed opposite each other in pairs. Every bud does not develop. Some die and drop to the earth.

THE MAPLE BUDS.



MAPLE.

The children will be interested to learn about the maple twigs. These little red buds are very attractive.

They are a collection of beautiful flowers.

They are arranged opposite each other.

The bark is brown and very thin.

Inside is another of green.

Farther inside is white wood.

This is damp and sticky.

The sap makes it sticky.

THE STORY OF THE HORSE-CHESTNUT.

I think it is cold; do you?
I am out very early, you see.
The snow is still here.
I do not mind the cold.
I have on a warm overcoat.
It is brown.
Do you like brown?
My coat has fur inside.
This is very warm.
Do you ever come to see us in the spring?



HORSE-CHESTNUT.

One little girl took me to school one day.
I never went to school before.
I liked the children.
One of them had a pin.
She tried to take my coat off.
I am larger than some of my brothers and sisters.
I am at the end of the twig.
I must see that the branch keeps on growing.

MY HORSE-CHESTNUT TWIG.

I picked some twigs from a tree.
I put the twigs in water.
They looked like sticks with little knobs on them.
These knobs were buds.
The buds were covered with scales.
These were sticky.
In a few days the buds began to swell.
Then I saw some leaves all folded up in the bud.
They looked as if they were packed with soft wool.
This wool keeps the baby leaves warm.
After a time the leaves spread out.
There were five parts to the leaf.
It was a horse-chestnut leaf.
Buds.

a. Appearance of twigs.
b. Color.
c. Shape.
d. Texture of covering.
e. Outer bark.
f. Inner bark.
g. Woody fibre.
h. Pith.
i. Arrangement and position of buds on stem.
j. Leaf scars.

EVERY-DAY CHILD STUDY.

BY HARRIET S. HAYWARD.

THE age of child study, with all its train of blessings, is here. Let us be thankful for it! What should we do without the excellent psychological papers, the child study journals, and all the flood of pamphlets which investigation is letting loose upon us?

The students are amassing statistics of inestimable value, if used aright. They are working upon the mountain peaks, getting broad, general views of the child world. Away down in the valley of every-day routine—oftentimes drudgery, sad to relate—is the grade teacher. Incidentally she is studying her children; perhaps by the aid of the carefully taught psychology of her normal training; perhaps, if she be untrained, under the simple direction of her own motherly heart. Should she meet the statistician, he could not help her, for it is not statistics she needs. What are the lessons of child study for her?

If she is a careful student of hygiene, she has already looked well to the ventilation of her schoolroom; she has tried to arrange so that the light may come to each child from the left and back; she has tested in a simple way the sight and hearing of her pupils. John, with his poor eyes, occupies a seat where there is no cross light upon the board, and near enough to it that he may see with ease. Janie, with her defective hearing, is near the front of the room; her teacher is resolved that the habit of disobedience shall not become habitual because those little ears do not catch commands quickly. All the children, too, are placed in such seats that their growing bodies are not cramped, feet can touch the floor, and little backs are not bent out of shape. What is left for her to do?

This—and the most important thing of all—to make each and every child the subject of a deep, abiding love. But that is not child study! Ah, yes, it is; the very best kind of child study. For does not love base itself on sympathy? and where is sympathy without knowledge? If a teacher loves her children truly, she knows them through and through.

Not statistics alone, then, for us, the every-day workers; not mere cold scientific investigations, but love, "which is the fulfilling of the law."

LETTER-WRITING.

BY ANNETTE SAWYER, NEW YORK CITY.

WITH letter-writing in view, Miss Dunn had been reading to her pupils for two or three weeks from the letters of famous people.

Carlyle, Scott, Phillips Brooks, and Robert Louis Stevenson furnished admirable selections, some in prose and some in poetry. The William Henry letters of Mrs. Diaz were drawn upon and threw the children into ecstasies of delight.

Then came a little study of the primitive methods of writing. Hieroglyphics, papyrus, the Roman tablets and stylus, parchment, and paper, each received its share of attention.

A study of the development of the modern postal system followed. The dead-letter office was mentioned incidentally. One boy became deeply interested and searched the library for further information. He gleaned some very curious facts from the files of magazines, and was allowed to give his account of this subject to the class as a special exercise.

The proper form for the beginning and closing of a letter was carefully noted, also the address upon the envelope, and then came the test.

Each child was asked to imagine himself in some other part of the world and to write a letter to one of his classmates.

Although such careful preparation is certain to bring good results, Miss Dunn did not anticipate the wealth of enthusiasm and ingenuity that followed this request.

There was a letter from China with the letters and words printed in vertical lines, which had to be read backward. A genuine Chinese stamp had been obtained and fastened upon the envelope; another was supposed to have come from beyond the sea. It had been in a shipwreck, and the envelope was so water-soaked that the address was scarcely legible.

Even more curious was a scroll of birch bark covered with charcoal pictures. This idea was suggested by their work on the American Indians, in the history class.

There were letters from the North Pole, Siberia, Cuba, the Klondike, an Egyptian mummy case, and numerous places connected with their geography.

In this way the subject was made one of intense interest to the children, and of lasting satisfaction to the teacher; for hidden in one corner of her desk, she has a little pile of unique material, ready for the dreaded spring exhibition.

If you find yourself feeling cross, lead the school in a rollicking song.

SILHOUETTE SKETCHING.

BY D. L. W. AND E. G.

[The illustrations are from the work of children from eight to twelve years old.]

WAS there ever a child who did not delight to dabble in ink? Little mischief-maker, how his eyes would shine, in spite of his disgrace, over the funny splurge of a drop of ink on his paper. Now comes silhouette sketching into the schools and tells him that he may make blots, only he must make blots that mean something. But this kind of blotting that looks like a sedge or a grass, or a rabbit, or the view from the schoolroom window, is more interesting than the mere splatter, even to the child. It captures his attention, draws upon his imagination and invention, and gives him a reason and an object for doing what he likes to do naturally. From which it is plainly axiomatic that silhouette sketching, although an innovation in the course of events pedagogical and paidological, is justified by the most approved principles of education.



Silhouette sketching endeavors, before all else, to teach expression, and this in a double sense. Its first and greatest mission is to make the pupil feel that his grass, his sedge, his twig, has a look of grace and beauty that no other of its kind could have, a look which has grown into it and shaped it in growing, a look which nature gave it. Its second purpose—when that look is felt—is to teach the pupil to make



a picture of his object just as it looks to him. Such a result would seem to be a hope to dream of, if it were not just what the child's earnest, artless spirit is always striving after, to repeat impromptu, in his own fashion, whatever appeals to him. Silhouette sketching sets free this impulse, which is not to copy, but to reproduce. Obviously it is not finished work, it does not ask for fine attention to lines of form, like drawing, but for rapid, vigorous, and positive transference of a momentary effect. To make every stroke tell will be, therefore, the first thing to learn, for with the brush and ink there can be no erasing, no outlining and filling in, and actual sketching will need to be prepared for by practice work in curves and dashes, and in using the brush at once freely and decisively.



(Water color brushes are best for all purposes, but toothpicks, or soft wood whittled sticks can be used effectually.) When the pupil gets the idea of using the brush he will still need a lesson or two in aesthetics in order to do the true work set before him.

Before attempting any actual explanation, bring in illustrative drawings of nature studies by Burroughs or Hamilton Gibson (vignettes and tail-pieces in the Century and other magazines), road-side thickets and tangles of vine, clumps of fern, etc., and open the eyes of the children to see the grace and loveliness of nature's work and how the artists have made it appear to them in making a picture of the grass, flowers, or foliage just as if growing. Then from the specimen itself show how it is growing that has rounded the stem and jointed the twig, and pointed the ears of the rabbits. Tell them they are to make the shape grow on their papers, too. Best for the first studies are such things as the pupil can have by him on his own desk,—grasses, sedges, twigs, and leaves. When he can sketch these with a certain skill, he is ready to make his sketch from a greater distance, from something placed before the class. It will need to be an object of more body to compensate for the remoteness, still let the aim be to sketch from life.



Try some animal that the children know and love, a squirrel or a rabbit. It will be necessary first to give a few directions about the general proportions of the head to the body, the feet to the legs, the height to the breadth, and for the sake of these let the pupils sketch first from a stuffed model. Then bring in a live pet rabbit, for studies in different attitudes. Some fresh clover, or a little petting will keep him quiet. "What soft ears he has!" "Isn't he cunning?"

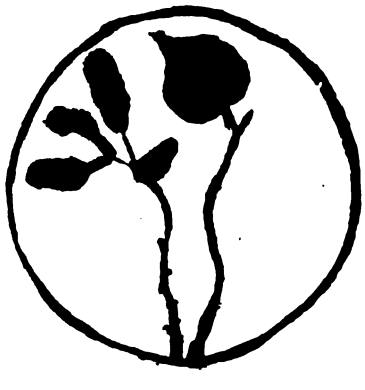


will be irrepressible, and instead of trying to hush it, tell the children to see how plainly they can make these things show in their sketches. When they copy him in different attitudes tell them to see if their sketches will show what each one means. Then they are ready for larger and more complex studies, and soon will learn to do bits of landscape.

Together with this study of expression make silhouette sketching from the very beginning a study of arrangement. Illustrations such as mentioned above and Japanese pictures will show the "fine art" to be aimed after. In their own work teach the pupils first of all that each sketch must be defined by a starting point—on a line or the circumference of a circle—to secure it, so to speak. Then show how much firmer, more substantial the picture is when enclosed within a "frame," circular or rectangular. The next step is how to take advantage of space. Show by illustration that space divided equally, either vertically or diagonally, is stiff and solid, not pretty nor graceful, for these depend upon ease and room. Nature always wants room to do more if she likes, to reach out further in one way or another, to nod her grass tip this way or that, to grow taller. Nature always balances things, too, and the children must take care if they try to straighten out a bent leaf that they are not spoiling one of her fine adjustments and altering the expression of the plant or vine.



Let the children experiment in varying their arrangements with the specimen itself before sketching it. For a guide, cut from the centre of a large sheet of drawing paper a rectangle five by nine inches; this will leave a frame of about three inches in width. Within such a frame the pupil can arrange and re-arrange his specimen, taking care always that the stem rests upon the edge of the frame. Lay a grass from corner to corner, and from top to bottom, straight up and down. The stiffness of either of these arrangements will plainly be evident to the pupils. They will soon learn to see, too, why grasses and sedges pointing upward take kindly to the panel arrangement, while spiky twigs suggest a circle for their



frame. Such a study is in itself an expression of a finer sense of appreciation, lying deeper than the faculty of observation, teaching even little folks to see with the vision of the soul.

Pupils, especially in the younger grades, are inclined to make their studies real with little fancies of their own life. The grass bows, its arms are long. They must not make it too tall for its head, their mother would not want their picture to look as if they were walking on stilts. It is well to encourage this personification, for it gives a personal element to the specimen that tells in the sketches. And this is the thing to strive for, to bring the life of nature into a close personal intimacy with the child's own life, till its deeper beauty opens to him more and more, and every living thing becomes something to love, whereby its expression becomes his own, whether skill be given to his hand or not; in understanding given to his heart.

STUBBORN NATURES MUST BE LED. NOT DRIVEN.

BY NOBLE G. RICE.

DID you ever go trout fishing? Do you know what it is to match your skill as a fisherman against the wily ways of a trout fighting for its life? You cast your line near the edge of a stream where there is an overhanging tuft of grass or a bunch of pond lily leaves. There is a snap and the reel revolves rapidly at the first scared rush of the fish. Should the green fisherman now attempt to land the trout without playing him, the chances are that the fish will escape. There is too much resistance to overcome, the line breaks, and the fish gets away with the fly,—the line trailing behind to tangle sometimes in the weeds and destroy its victim. Or if the line holds fast, the fish tears himself loose, and the chance to catch him is gone.

The experienced fisherman, on the contrary, offers little resistance to the rush of the fish, keeping a tight line and biding his time. When the fish tires he reels in carefully, quietly, offering as little resistance as possible, ready to let the line run out at the next rush, until at last the fish is tired and no longer resists, and is pulled ashore. It is a contest between the firm will and skillful hand of the fisherman and stubborn resistance of the fish. The fisherman wins, not by opposing violence to violence, but by waiting until the fish has tired itself out and can be easily controlled and captured.

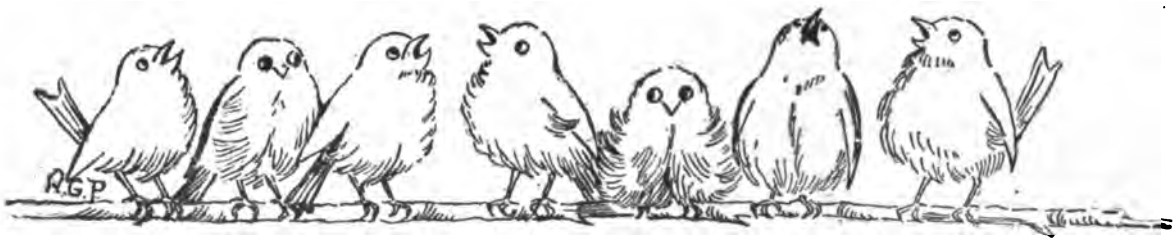
Did you ever think how much your stubborn, bad boy is like the fish in its unreasoning mad rush?

When he draws away from you and perhaps makes an issue, instead of letting him reel out the line, and waiting until he is reasonable, you attempt to force him your way at once; the consequence is there is a break between you and you never recover your influence over him. But if, instead, you follow the plan of the successful fisherman, and do not use force when he is most obstinate, but wait a little until he is in a more tractable mood, then, if you are skillful, you will accomplish your end, your influence will prevail, and your pupil will follow your lead, trusting in your superior skill and wisdom.

There are times when the most skillful work will fail, both in teaching school and catching fish.—N. W. Journal of Education.

Decorate the blackboard with pictures of bird life,—a nest with eggs in the crotch of a tree, a nest almost hidden by grasses, a flight of swallows, etc., etc. Use also beautiful bird verses, of which there are many.

Bird Day.



A DAY WITH THE BIRDS.

BY MRS. CAROLINE H. STANLEY.

LET this day be but the natural culmination of the instruction given and the interest awakened in birds during your spring study of them. Have informal talks for some time before, and stimulate observation as much as possible. Get the children to watch birds and study their habits for themselves. Then lead them to tell in their own words what they have noticed. If this is done in their every-day work, they will be prepared to answer informal questions intelligently before others. This forms one of the most pleasant features of a day of this kind, because it gives the parents an opportunity to see the kind of work that is done in every day session.

PROGRAMME.

RETURN OF THE BIRDS.

[Tune: "Billy Boy."]

Oh, where have you been,
Little birds, little birds,
Oh, where have you been, little birdies?
We have been far away,
Where no winter winds can play,
To a land all beautiful with flowers.

Oh, why did you go,
Little birds, little birds,
Oh, why did you go, little birdies?
We could not stay here,
Through the winter cold and drear,
For you know we are tender little creatures.

How long will you stay,
Little birds, little birds,
How long will you stay, little birdies?
All the bright summer days,
Singing all our sweetest lays,
And we hope we are welcome with the children.

QUESTIONS AND ANSWERS ABOUT BIRDS.

The following are given as suggestive:—
Where do the birds go in winter?
Why do they go?
What birds remain during winter?
Which ones return first?
Who teaches the bird where to go?
Name one bird that you know by sight.
Name one whose note you know.
Where does the robin build her nest?
How many eggs has she?
Describe them.
How does the mother-bird feed her young?
How do they learn to fly?
Is the same nest ever used twice?
What is the legend of the robin's red breast?

[It is said that when Christ was on the cross a robin flew to him and plucked away one of the cruel thorns from his brow. The blood gushed forth and crimsoned the breast of the bird, and since that time the robin has ever had a red breast.]

TELLTALES.

Pussy willow has a secret that the snowdrops whispered her,
And she purred it to the south wind while it stroked her velvet fur;
And the south wind hummed it softly to the busy honey bees,
And they buzzed it to the blossoms on the scarlet maple trees;
And these dropped it to the wood-brooks brimming full of melted snow,
And the brooks told Robin Redbreast, as they chattered to and fro;
Little Robin could not keep it, so he sang it loud and clear
To the sleepy fields and meadows: "Wake up! cheer up! spring is here!"

—Youth's Companion.

LITTLE BIRD BLUE.

Little Bird Blue, come sing us your song;
The cold winter weather has lasted so long,
We're tired of skates and we're tired of sleds,
We're tired of snowbanks as high as our heads;
Now we're watching for you,
Little Bird Blue.

Soon as you sing, then the springtime will come,
The robins will call and the honey bees hum,
And the dear little pussies, so cunning and gray,
Will sit in the willow-trees over the way;
So hurry, please do,
Little Bird Blue!

We're longing to hunt in the woods, for we know
Just where the spring beauties and liverwort grow;
We're sure they will peep when they hear your first song,
But why are you keeping us waiting so long,
All waiting for you,
Little Bird Blue?

—Youth's Companion.

TINY VERSES FOR TINY FOLKS.

The little birds fly over,
And O, how sweet they sing,
To tell the happy children
That once again 'tis spring.

This is the time, and all the birds are flying
Upon the old, old quest;—
If there is one thing left on earth worth trying,
It is to build a nest.

Lessons sweet of spring returning,
Welcome to the thoughtful heart!
May I call your sense of learning,
Instinct pure, or Heaven-taught art?

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said:
"Ain't you 'shamed, you sleepy head!"

A PRETTY GOWN.

All the shop windows in town are full
Of silk and cotton and gingham and wool,
But none of them shows a gown so gay
As the one Mrs. Humming-Bird wears to-day.
'Tis the very same fashion her grandmother wore,
And hasn't a seam or pucker or gore;
The sun doesn't fade it, the rain doesn't spot,
And it's just the thing whether chilly or hot.
'Tis a perfect fit, and it won't wear out,
But will last her as long as she lives, no doubt.

—Anna M. Pratt, in Youth's Companion.

THE FIRST SONG-SPARROW.

Sunshine set to music!
Hear the sparrows sing!
In his note is freshness
Of the new-born spring;
In his trill delicious
Summer overflows—
Whiteness of the lily,
Sweetness of the rose.

Splendor of the sunrise,
Fragrance of the breeze,
Crystal of the brooklet
Trickling under trees,
Over moss and pebbles,—
Hark! you have them all
Prophesied and chanted
In the sparrow's call.

Pilgrim of the tree-tops,
Burdened with a song
That he drops among us
As he flies along,
Promises and blessings
Scattering at our feet,
Till we sing together,
"Oh, but life is sweet!"

Listen! the song-sparrow!
Spirit? or a bird?—
Simple joy of singing
In his song is heard.
Somewhere, far in glory,
Love our life has kissed;
He resounds the rapture,—
Heavenly optimist!

Resurrection singer!
Gladness of the year!
In thine Easter carol
Bringing heaven so near
That we scarcely know it
From the earth apart:—
Sing immortal summer
To the wintry heart!

Waft us down faith's message
From behind the sky,
Till our aspirations
With thee sing and fly!
"God is good forever!
Nothing shall go wrong!"
Sunshine set to music—
'Tis the sparrow's song.

—Lucy Larcom.

AH ME!

I killed a robin. The little thing,
With scarlet breast on a glossy wing,
That comes in the apple tree to sing.

I flung a stone as he twittered there,
I only meant to give him a scare,
But off it went—and hit him square.

A little flutter—a little cry—
Then on the ground I saw him lie.
I didn't think he was going to die.

But as I watched him I soon could see
He never would sing for you or me
Any more in the apple tree.

Never more in the morning light,
Never more in the sunshine bright,
Trilling his song in gay delight.

And I'm thinking, every summer day,
How never, never I can repay
The little life that I took away.

—Sydney Dayre, in Youth's Companion.



GOLDFINCH.

ROBBING A MOTHER.

The aigrettes that we wear in our hats are the feathers from the back, called the dorsal feathers, of the white heron. They come only when the little mother bird is getting ready to build her nest and lay the eggs which she will care for so tenderly, that her little birds may help to make the world a more beautiful place.

The hunters know they can get these feathers only when the mother heron is on her nest, and that she loves her babies so dearly that she will not leave her nest. Then the hunters shoot her, pluck her beautiful feathers, and leave the baby birds to starve and perish in the nest for want of care. —Outlook.

CHRISTMAS IN NORWAY.

At Christmas-tide, in Norway land,
Upon the houses' eaves, fast bound,
A sheaf of wheat is firmly set
For hungry birds that flock around.

The farmer, as he heaps his board
With goodly meats and Christmas cheer,
Does not forget that God's dear birds—
Man's feathered pensioners—are near.

A lesson of the wondrous Star
Breathes sweetly from this simple tale:
To one who constant mercy shows,
God's tender mercy ne'er shall fail.

THE WOODPECKER.

The woodpecker is a friend to man. It does not injure the trees, as many believe, but is one of the tree's best friends. It feeds on insects, worms, and grubs that are injurious to trees. If the woodpecker pecks into a tree, it is because there is a worm or grub there which would injure the tree far more than the hole caused by the bird's bill.

The woodpecker's bill is long, strong, and sharp, and very tough. Its neck is strong but flexible. The feet are peculiar, having two toes in front and two behind. The claws are like hooks, so as to give a more firm hold on the side of the tree,

The tail is strong and short, and forms a brace against the tree, so that the bird can strike a hard blow with its bill.

The tongue is very peculiar. It is long, slim, and very flexible. On the end it is sharp and barbed like a spear.

This is to enable the woodpecker to run it into the hole made by the bill and pierce the worm or grub to draw it out.

The nest of the woodpecker is also peculiar. It is usually inside of a partially decayed tree that is not hard to peck out. The woodpecker's nest is called its burrow. The nest proper is simply an enlargement of the tunnel, and is quite roomy. —D. R. Augsburg.

HOW THE WOODPECKER KNOWS.

Boy at the Window.—
"How does he know where to dig his hole,
The woodpecker there on the elm-tree bole?
How does he know what kind of a limb
To use for a drum, and to burrow in?
How does he find where the young grubs grow—
I'd like to know?"

The woodpecker flew to a maple limb,
And drummed a tattoo that was fun for him.
"No breakfast here! It's too hard for that,"
He said, as down on his tail he sat.
"Just listen to this: rrrrr rat-tat-tat."

Away to the pear tree, out of sight,
With a cheery call and a jumping flight!
He hopped around till he found a stub,
"Ah, here's the place to look for a grub!
'Tis moist and dead—rrrrr rub-dub-dub."

To a branch of the apple Downy hied,
And hung by his toes to the under side.
"'Twill be sunny here in this hollow trunk;
It's dry and soft, with a heart of punk,
Just the place for a nest—rrrrr runk-tunk-tunk."

"I see," said the boy. "Just a tap or two,
Then listen as any bright boy might do.
You can tell ripe melons and garden stuff
In the very same way—it's easy enough."
—William J. Long, in Youth's Companion.

I CAN BUT SING.

"O little bird of restless wing,
Why dost thou sing so sweet and loud?
Why dost thou sing so strong and proud?
Why dost thou sing?"

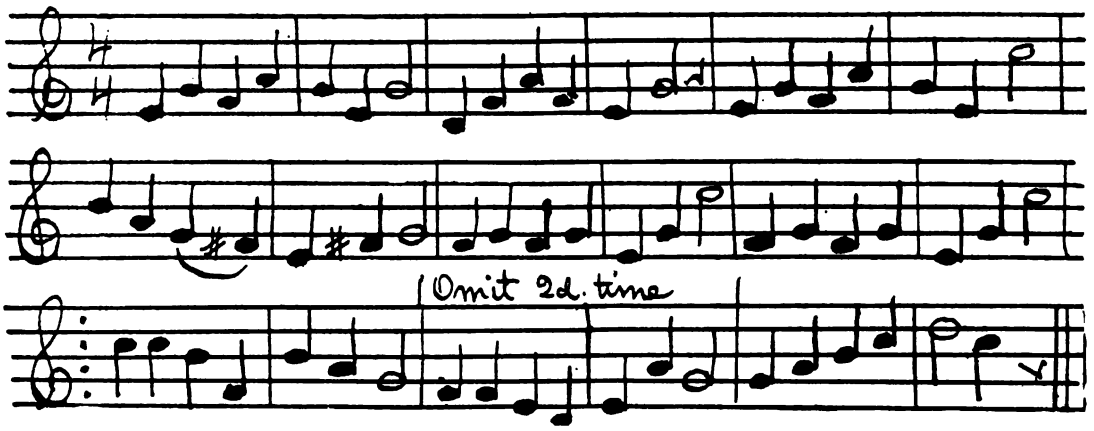
"Oh I have drunk the wine of spring,
My mate hath built a nest with me;
My hope flames out in song," said he;
"I can but sing."

"O little bird of broken wing,
Why dost thou sing so low and clear?
Why dost thou sing so fond and near?
Why dost thou sing?"

"Oh, I have seen the end of spring;
My nest is wrecked; my mate is dead;
I bring them back in song," he said;
"I can but sing."
—Eudora Bumstead, in Youth's Companion.

How do robins build their nests?
Robin Redbreast told me.
First a wisp of amber hay
In a pretty round they lay,
Then some shreds of downy floss,
Feathers, too, and bits of moss,
Woven with a sweet, sweet song,
This way, that way, and across,—
That's what Robin told to me—
That's what Robin told me.
Where do robins build their nests?
Robin Redbreast told me.
Up among the leaves so deep,
Where the sunbeams rarely creep,—
Long before the winds are cold,
Long before the leaves are old,
Bright-eyed stars will peep and see
Baby robins—one, two, three—
That's what Robin told to me—
That's what Robin told me.

WHAT ROBIN TOLD.



ROLL-CALL OF HOME BIRDS.

Put on the board where all can see it a roll of native birds, beginning with the most familiar, and adding to it as the children think of them. Let each one select a bird—preferably the one he has suggested—and be able to give an item of information in regard to it—anything as to size, color, shape, peculiarities, bill, eyes, wings, feet, nest, nesting-place, eggs (number, color, size), habits, food, etc.

In learning this one item, they will necessarily learn others, and, in their conversations on the subject among themselves, their attention will naturally be directed to birds in a pleasant way, which will stimulate personal research.

As a class exercise, let the teacher call the roll and the pupils rise in their seats and gave their items.

WHAT BIRDS ARE GOOD FOR.

Let the teacher or some intelligent child give, in her own words, the story of "The Birds of Killingworth," by Longfellow.

Do you ask what the birds say? The sparrow, the dove,
The linnet, and thrush say, I love, I love.
In the winter they are silent, the wind is so strong;
What it says I don't know, but it sings a loud song.
But green boughs, and blossoms, and sunny, warm weather,
And singing and loving all come back together.
—Samuel Taylor Coleridge.

ABOUT SOME BIRDS.

BY ALICE G. PATTEN.

A TRUE STORY.

I DO not love the English sparrow very much, do you?

I think he is a cross, quarrelsome, loud-talking, selfish bird. I will tell you one reason why I think so.

Last spring I saw two little yellow birds.

They were darting through an apple tree by my window.

They looked like bits of golden sunshine gleaming among the green leaves.

They seemed to be looking for something.

I tied some soft, white cotton on a twig of the tree.

"See, dear little birds," I said, "here is something to make a nice warm bed for your babies."

But the birdies did not seem to notice me.

Perhaps they were afraid of me.

They did not come again that day.

The next morning I heard a low whirr and flutter of wings.

It was the mother yellow bird, hovering over the cotton.

I knew it was the mother bird; her dress is not so bright as the father bird's, and she is not so large.

She did not light on the twig.

She fluttered above it, and made quick, dainty pecks at the cotton.

Her beak was soon full of the soft, fluffy stuff.

It looked like whipped cream, running out of the cunning round corners of her mouth.

Just then a noisy sparrow came swooping through the branches.

"Here! here!! here!!!" he shrieked. "Get away! away! That is mine! mine!! mine!!!"

He need not have made such a clatter.

The darling little yellow bird had fluttered away in fright at the first cross scream.

You should have seen the air with which that naughty sparrow began to gobble up the cotton.

"The bold, saucy thing!" he seemed to say, between his savage pecks, "how dared she take anything from my tree!"

Your tree, indeed, you greedy bird! Is it your tree, just because you have a nest in it?

I think he tried to carry off all the cotton.

But his mouth was not large enough.

So he had to fly away and leave the rest.

Very soon I saw my little Sunshine hovering over the bunch of cotton again.

But this time her mate was with her.

I think he must have said, "Never mind, dear! You shall have all you want. I will go, too, and take care of you."

And so he did. He sat on a twig close by.

He listened with both his sharp little ears.

A bird's ears, you know, are tucked away under his feathers.

He looked with all his eyes,—his tiny black beads of eyes.

By and by he gave a shrill cry.

He had seen the cross old sparrow.

But little Sunshine had her mouth full, and away they both flew.

So they kept it up, until all the cotton was gone.

But I am glad of one thing. I am glad my little Sunshine got cotton enough to make a nice warm bed for her babies. Aren't you?

OUR EARLY BIRDS.

[Assign one fact to each pupil.]

MR. BLUEBIRD is here by the middle of March.

He is the first bird to come back from the South.

His back and wings are blue, his breast is brown like the robin's, his bill and legs are black.

Mrs. Bluebird is a lighter blue than her husband, and she has some brown on her head.

The robins come north very early.

They build their nests in the orchard or near the garden.

The robin has a reddish brown breast, a black head, a white neck streaked with black, and brown wings.

The robin is larger than the bluebird.

He makes himself very useful by eating insects.

The blackbirds come early in the spring.

They come in flocks and keep up a noisy chattering.

They also help the farmer by eating worms and grubs.

They are plucky and drive the English sparrows from this locality.

I love the swallows.

They come in May.

We have several members of the swallow family.

Among the most common are the purple martin, the cliff swallow, the barn swallow, and the bank swallow.

You can distinguish the cliff swallows by their square tails.

The swallows fly very swiftly.

It is said that the swallow flies at least a mile a minute.

Swallows are very affectionate, and build near each other.

It is said they return to the same locality and to the same nests year after year.

They leave us for the south very early in the fall.

The cute little chipping sparrow is my favorite, with his chestnut crown, pretty striped back, and gray breast.

He always lines his nest with hair, and for this some people call him hair bird.

[These may be extended and others added at the discretion of the teacher.]

The Story of Little Birds.

BY M. W.

— happy little birds had come back from the sunny south, and were sitting on a branch on an old apple tree trying — sing their very merriest song. They had not been in the tree long when a sly old cat espied them, and thinking that these — birds would make a nice meal for — lazy old cats, went off and told another cat — come — the tree where she had seen the — birds, but they were — late, the little birds had flown — another tree — far away for the old cats — find them.

Geography.

GEOGRAPHY BY GRADES.—(VII.)

BY MARY R. DAVIS,
Principa. Training School, Haverhill, Mass.

BROOK-BASIN AND BROOK—OUTDOOR STUDY.

TEACHER should previously select locality and points for illustration.

First. Observe brook-basin. Lead pupils to think of it as a combination of three slopes,—two side slopes and one source slope. Observe the brook. Note that it flows along the lowest line where the two side slopes meet.

Observe the direction water flows in brook. Why?

Develop. The rain falls on the side slopes and flows down to form the main stream; the source slope directs the flow of the water.

(a) The lower line where slopes meet is, or may be, the brook-bed. Sketch the brook-bed.

(b) A brook is a small stream of water flowing through the land. The little streams which feed the brook are called feeders or tributaries.

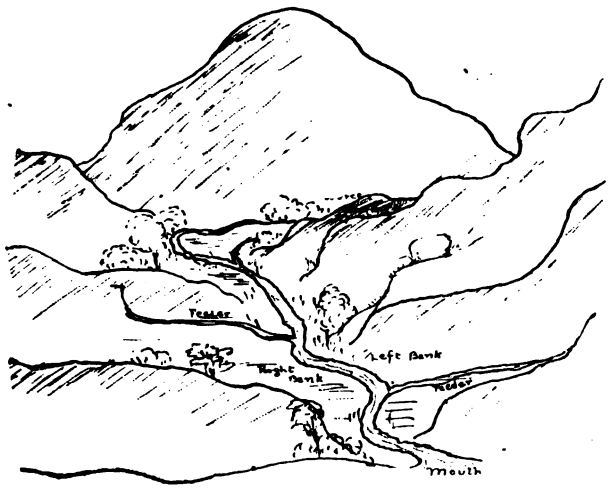


FIG. 8. BROOK AND BROOK-BASIN.

(c) All the land drained by a brook and its feeders is a brook-basin.

(d) A brook-basin has three slopes.

Find the water partings between the feeders or tributaries.

Again observe the hill and find many miniature brook or stream basins. Think how the water would flow during a rain or shower. The road-bed, street, and schoolyard furnish many and good illustrations in miniature directly after a rain.

Observe some locality (in yard or street) where the rain has washed or gullied out the soil. It is a gully or dry brook-bed and basin. Trace the different slopes; the water parting. Observe the bed; note with what it is covered; what has been washed away; what left; in which part of course are the largest stones; the smallest ones. What has become of the sand and soil? Find it and describe. What kind of a rain must it have been? How do you think the water looked as it flowed through this gully? How does the water in the gutter look during a heavy shower or rain? Why?

INDOOR LESSON.

Teacher and pupils model, using sand, gravel, and pebbles; describe; sketch on blackboard, and on paper. Drill so that pupils thoroughly understand what each part of sketch represents.

Now, bring in many pictures of brooks and brook-basins for pupils to read and describe. Select literature in regard to subject.

CHAIN OF HILLS.

Observe several hills extending in a line or row (chain). These may be very low,—in miniature, if no others are available. Pupils describe.

Observe the slopes; the low land between the hills. Note if this break or opening between the hills is narrow or wide.

Trace the highest and the lowest lines where the slopes meet. Note the number of each. Tell how it would look during a rain.

Teacher and different pupils mould chain of hills. Pupils describe and sketch.



FIG. 9. CHAIN OF HILLS.

Develop. Low land between hills is a valley.

Print name on each part of sketch.

Study the brook. (Name parts.)

Sketch the brook and its feeders in a brook-basin. Indicate water partings with dotted lines.

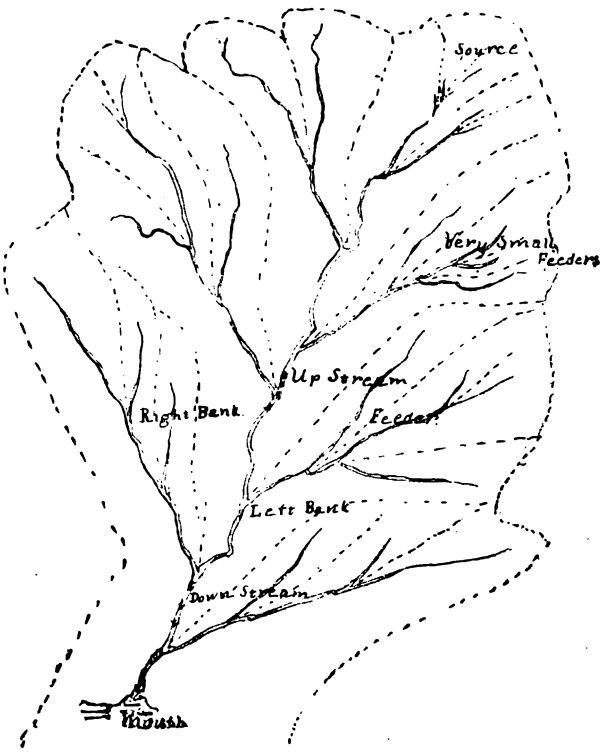


FIG. 10. A BROOK AND ITS FEEDERS. WATER PARTINGS.

Develop. The place where a brook begins is its source.

The place where a brook flows into some other

water is its mouth. The source is higher than the mouth.

Lead children to think of the speed and carrying power through simple questions. Lead them to see that the higher the source the greater the force of fall, swiftness, and carrying power.

Toward the source is up stream. Toward the mouth is down stream.

The land touching the sides of the stream forms its banks,—right and left.

The right bank is on the right hand going down stream and on the left going up stream.

The left bank is on the left hand going down stream and on the right going up stream.

Print names on each part of sketch.

Teacher should sketch on board, and drill until all pupils know and can describe each part.

A brook and its feeders is a brook system.

A brook system drains a brook-basin.

Observe beds of different streams. Of what composed? Think why these stones are so bare; how they came to be in the brook-bed. Think when the water will move or carry these stones down stream,—during high water (flood time) or during low water. When does the little stream overflow its banks? What does it do with the finer soil? Thus lead the children to see that even the little streams have a work to do in the great plan and thought of the Universe.

GENERAL NOTES.

With every step the out-door lesson should be followed by in-door lessons, until pupils have clear mental pictures of a few things.

Do not teach definitions, but develop them, by leading children to describe in clear concise language.

Terms must be developed as an aid in describing; and a certain drill in language forms must be given to aid and clear up the mental pictures. Sketch freely, as the pencil may often tell what the tongue cannot. We do not have clear mental pictures unless we can express them in some way.

Use the sand and sand table whenever possible, and allow the children to do so, always giving them something definite to make and then seeing that they do it.

Teach selections of literature, of the brook, the hills, and anything indicating the work of the rain or winds.

Show many pictures of brooks, hills, forests, and other natural features.

Number Work.

Practice persistently the following combinations until absolute accuracy and reasonable rapidity are secured:—

3	6	6	6	6	6	6	6	6	6
2	2	3	4	5	7	8	9	7	9
6	6	6	6	6	6	6	6	6	6
—	—	—	—	—	—	—	—	—	—
3	4	5	7	8	9	3	4	5	4
6	6	6	6	6	6	6	6	6	6
2	3	4	5	7	8	9	8	7	5
—	—	—	—	—	—	—	—	—	—
3	4	5	7	8	9	8	7	5	4
6	6	6	6	6	6	6	6	6	6
2	3	4	5	7	8	9	8	7	5
6	6	6	6	6	6	6	6	6	6
—	—	—	—	—	—	—	—	—	—
4	5	5	3	4	5	2	9	8	9
5	6	6	9	8	6	8	4	3	5
6	8	9	2	3	4	5	6	5	4
7	7	7	7	7	7	7	7	7	7
—	—	—	—	—	—	—	—	—	—

A BON-BON.

BY H. S. H.

IF every teacher should keep a blank book with the funny things children say entered in it, I verily believe that the old world would have to hold its sides for laughter.

Here is one "funny." A class of second grade children were learning of Columbus. The teacher stood before them with a sphere in her hand; upon it were dots marking Columbus' home and the new country, America. Very carefully the story of the great discoverer's failures and discouragements was related. Intense interest and sympathy possessed the children's minds. How they loved the generous Isabella and her gift! Over across the ocean they sailed with the three small barks, afraid with the sailors, hopeful with Columbus. They saw logs floating in the ocean, and sea-weed, and knew that land was near. "One morning as the sailors looked out over the water they saw just where the sky and sea meet a long low blue line like a cloud." (Here the teacher, impressed by the breathless interest, paused to illustrate on the board.) "Can you think what it was, children?" Instantly a hand shot up and the answer came like a flash, "An alligator!"

Columbus himself would have smiled.

Things to Model.

First grade. Geometrical objects, cube, sphere, cylinder, "oblong," pyramid, cone; vegetables, potato, beet, parsnip, carrot, turnip; fruits, pear, apple, cherry, peach, berries.

Second grade. All objects of the first grade; adding nuts, English walnut, pecans, filberts, castana, almonds, shagbarks. The work should be much more carefully done than in the first grade.

Third grade. Some repetition of second grade work for higher perfection, adding leaves, blossoms, sea shells.

Fourth grade. Some repetition of third grade work, with special effort to secure perfection in the making of leaves and beautiful shells, adding heads of animals, vases, and other beautiful designs. Attention should now be given to accuracy of thought and perfection of finish. Flowers should be modeled with sprays. Children should make original designs for beauty in ornamentation.

Composition Subjects.

Life in Greenland.
Use of Sunshine.
Friends in Fur.
Friends in Feathers.
Rover's Teeth.
Pussy's Feet.
A Tame Squirrel.
How to Grow Strong.
A True Gentleman.
A Real Lady.
My Favorite Hero.
Spare Minutes.
Only a Cup of Water.

—From 999 Composition Subjects.

Animal Lessons.

LESSONS ON ANIMALS.*—(XI.)

BY LOUISE J. HEDGE.

[Adapted to children studying the geography of the American Continent.]

THE MONKEY.

THE illustrative material for this lesson should include pictures and charts of the monkey and of the manlike apes of the Old World, if possible, as well as charts of animals already studied, which may be wanted for comparison.

The teacher shows at first only the pictures of the monkey, adding the others as she is ready for them.

"It is evident, children," she begins, "that we are to study the monkey. When I was deciding what monkeys would be best for us to study, I was rather overwhelmed at the number of kinds to be thought of.

"However, one thing was sure, first of all, we would study American monkeys. They live in Mexico, Central America, and the warm parts of South America. They are the ones you know most about, for they are the commonest ones in the menageries and circuses, and my pictures are mostly of them. They are none of them large, and some of them are quite small.

"What impresses you most when you look at a monkey?" she now asks. The children, as often happens, give replies wide of the mark she wants to hit, but at length some one does say that a monkey looks a good deal like an old man.

"Yes," she answers, "a monkey does look something like a human being. That is not strange, for the special bodily structure of the two is similar in many ways. In fact, the structure of the ape and the monkey is more like man's than that of any other animal is."

Pointing to her pictures, she continues, "These very long-legged ones with slender bodies are spider monkeys, and these of stouter build are called Capuchin monkeys, because the head looks a little like that of a Capuchin monk.

"What part of the monkey most suggests an old man?" she asks. "The head," is the reply. "Yes. It is particularly its shape that gives us that impression, for skin and hair are very different. The expression is far from manlike, for it is not noble, and its intelligence is only that of an animal.

"See the teeth. Do you remember how the circus monkeys grin and chatter? Tell me what you can about the teeth."

"The canine teeth look sharp, but are not so large as a cat's or a dog's, but they show more than ours."

"That is a very good answer. The back teeth are fitted for grinding, much as ours are. In the main, monkeys eat vegetable food, liking fruit best of all, but some species eat eggs and young birds as part of their food.

"Compare the length of your arm with that of your leg. Do the same with the monkey's. What do you notice?"

In reply the children state that our arms are shorter than our legs, but a monkey has arms as long or longer than its legs.

"What is true of a monkey's hands and feet?" One child answers with a chuckle, "They are all hands."

"Good. We sometimes call them four-handed animals. But look closely at these hands and at the way they are used. Is there anything odd about them as hands?"

Only the children with sharp eyes and keen minds are ready with the answer. "The hands of the fore legs are not quite like those of the hind legs. The spider monkeys have no thumbs, and even those monkeys that have anything like a thumb use it just like another finger."

"Usually," replies the teacher, "spider monkeys have no thumbs, and in the other case,—as you noticed,—the thumb must clasp with the other fingers, not go round the other way to meet the fingers, as ours do. We can do much more with our hands, but still a monkey's hands suit its purpose admirably.

"What does a monkey chiefly use its hands for?" she continues. "To climb with," is the reply. "Tell me something about the shape that helps a monkey to keep a firm hold." "The fingers are very long."

"The power of grip that a monkey has is very great. A baby monkey needs that power very much, for it must cling to its mother as she climbs. Sometimes it is carried over her shoulder, but often round her middle. Its hold is so tight that it is very hard to loosen it even when the mother has been shot dead. Such motherless monkeys are usually cared for and tamed. Old monkeys seldom can be tamed.

"Did you ever see a monkey use anything else in climbing besides its hands?" "Oh, yes, its tail."

"How was the tail used?" "The monkey curled it round and round a branch or bar, but I think the tail is used more to swing by and to drop down from one branch to another with than to climb up with."

"You are right. Some of them hang by the tail from the branch of a very high tree and spreading their limbs drop as much as twenty or thirty feet and catch a new branch again with that same useful tail.

"But after all, a tail like that is 'a luxury, not a necessity,' for one kind of American monkey possesses a tail without any grasping power, yet lives in the trees, as the others do.

The spider monkeys have the end of the tail on the under side bare of hair, so that it is especially fitted for another purpose. I doubt if you could guess what that purpose is, but if I tell you a little story about a monkey I once saw, I think you will understand.

"A friend of mine had a little Capuchin monkey that was usually kept in a large cage, though when some one was at hand to watch him, they often let him roam about the house. The cage was of wood with a front of small iron bars. My friend would show Jocko a bit of choice food, then put it on top of the cage. On finding that he could not reach it with his long arm, he turned round, curled his long tail,

*Copyright.

with its sensitive, though hairy, tip, up over the top of his cage and felt about until he found the morsel and drew it within reach of his hand. You see the tail has more uses than one and that the bare, finger-like end of a spider monkey's tail would have served better yet.

"We said a minute ago that monkeys live in trees. There is reason to believe that many of them never come down to earth, except for water. The dense forests along the rivers are their pet abodes, as we should find if we visited the Amazon or the Orinoco.

"They travel in troops, led by some old male. When a dangerous place is reached in passing from tree to tree, they get in single file, watching the cautious movements of the leaders and each one goes over exactly as the leader does.

"At times in certain places along the rivers whole troops of them set up their cries and they make such a troublesome noise as is very disagreeable to hear. We know how they chatter in captivity, but that must be nothing to the cries of many of them in their native places, when aroused, perhaps by fear of an enemy.

"If you stop to think of it, monkeys, unless specially trained,—like the poor, little, worried monkey of the organ grinder,—seldom walk upright, but go on all fours. Man is the only animal that is at perfect ease in walking upright."

The traits of the monkey then are spoken of, its affectionateness, fidelity, mischievousness, and curiosity. The teacher tells how hard it is to keep one well and healthy in this climate, thus emphasizing the nature of its right environment.

Then pictures of Old World monkeys (never with prehensile tails) and of the manlike apes are shown. The attention of the children is drawn to the great difference in size between the male and female gorilla, the former when standing being over six feet tall and much heavier in build than man.

The chimpanzees show no such difference in size, nor are they as large as the male gorilla. If possible, the orang is shown also. Pictures of baby gorillas and chimpanzees are very entertaining and instructive, also.

The children observe that these apes are tailless, and the teacher tells them that though some of the monkeys have tails they never have a grasping power; never are prehensile, as we call it.

"So if you see a monkey grasp with its tail," she concludes, "you know it for an American. If you see it cram nuts into its mouth as into a pocket, on the other hand, it surely is not American, for no American monkey has cheek pouches."

The usual review, with the blackboard summary, completes the lesson.

Robin, welcome little stranger,
Fear no harm and fear no danger;
We are glad to see you here,
Now the snow is nearly gone,
Now the grass is coming on—
The trees are green, the sky is blue,
And we are glad to welcome you.

—Miss Alcott.

THIRD AND FOURTH GRADE WEATHER REPORTS.

BY FRANCES SEAVER.

FROM the pictorial weather reports of grades I. and II. it is an easy step to the more formal work of grades III. and IV.

So much in geography depends upon an adequate conception of weather and climate that a systematic yet simple study of atmospheric conditions in one's own vicinity is really a necessity at this time.

Our reports during these years are intended to keep us informed as to temperature, winds and their direction, and the moisture in the air.

Delightful special exercises may be given in this connection on the weather vane and the thermometer. Every child is to be interested and every child is to be held responsible for a share of the work.

Below is one of the many forms of weather reports used at this period.

March ~ 1898.

Sun.			6	Sn.						
			34°	E						
Mon.			7	Sn.						
			33°	N E						
Tues.	1	F	8							
	30°	N.								
Wed.	2	F	9							
	20°	N.W.								
Thurs.	3	Cl	10							
	32°	N. E.								
Fri.	4	F.								
	16°	N								
Sat.	5	F.								(
	20°	N.								

It is usually developed in different colors of crayon. Practice will suggest to the teacher different devices for making the facts stand out prominently. At the end of the month, a summation is desirable; it should be preserved for comparison with the conditions of the succeeding months—thus leading broadly from weather, pure and simple, to climate.

Our supplement of Audubon is probably the best likeness available to-day. It is from a photograph taken by his son upon Audubon's return from his famous Yellowstone expedition in 1843, and is from the collection of Joseph M. Wade of Fibre and Fabric, Boston, who has the finest "Audubboniana" in the country.

70 **A Finished Nest.**

ANON. PAUL AMBROSE.



(108)

From Songs of Happy Life. Used by courtesy of the Art and Nature Study Publishing Company, Providence, R. I.

An Ear Training Exercise.

BY HELEN ROTHSCHILD.

All close eyes.

One child walks across the room.

Children tell what the child did and in which direction he walked.

All close eyes.

One child says, "Who am I?"

Children tell who spoke.

All close eyes.

Two or three children sing.

Children tell how many were singing and name them, if possible.

Children close eyes.

One child leaves the room.

Call upon someone to tell who is missing; if unable to do so, the child calls from the cloak room and is recognized by his voice.—Midland Schools.

So far as possible, continue your regular work when you have visitors, official or otherwise.

Seat Work for April.

1. Draw crocus.
2. Model checkerberries.
3. Model and draw checkerberry leaves.
4. Draw a pine twig.
5. Model a pine cone.
6. Model various kinds of leaves to be found near by.
7. Draw leaves.
8. Draw all flowers as they come out.
9. Model all buds to be found.
10. Model cube.
11. Model cylinder.
14. Cut from white paper toy money.
15. Model and draw worms.
16. Model dishes.
17. Model a waterpot.
18. Draw and model grass.
19. Draw and model a basket.
20. Model a bird house.

Illustrations for Children's Stories.

ILLUSTRATIONS FOR CHILDREN'S STORIES.

BY MARA L. PRATT.

"And a little child shall lead them."

IF you were going to make me a present, and you were honestly and unselfishly desirous that it should give me, rather than you, pleasure, you would come straight to me and consult my taste, would you not?

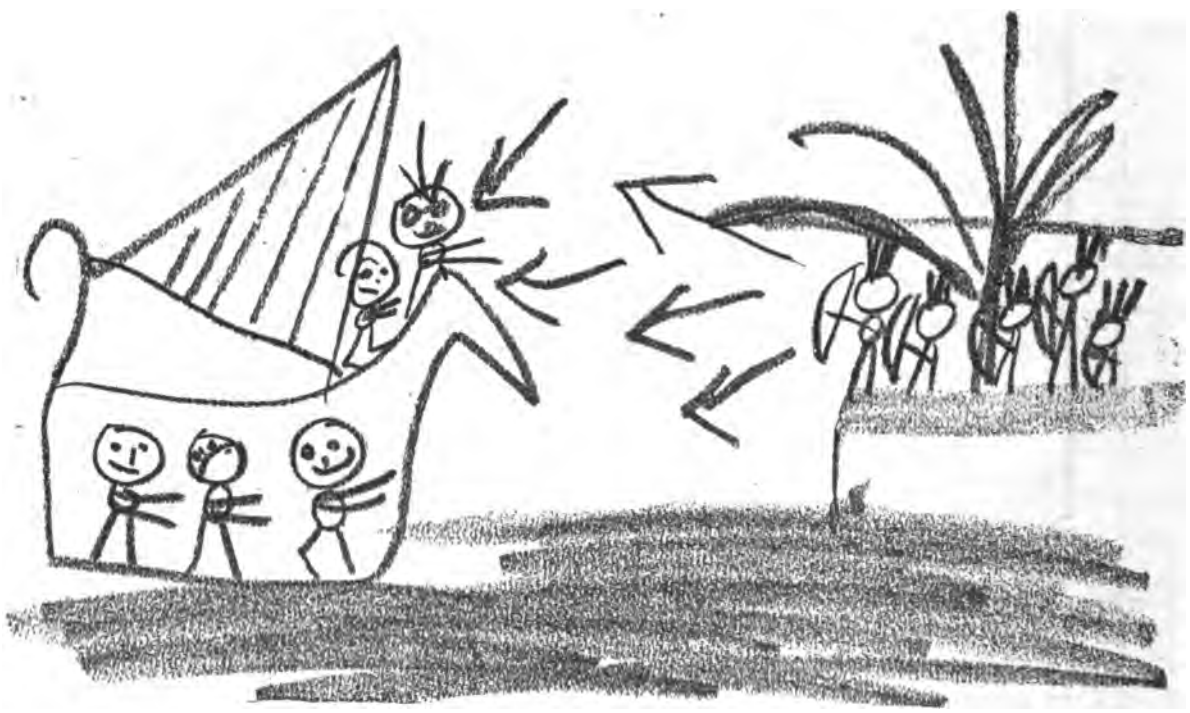
And even though my taste and choice might seem to you crude and undeveloped in comparison with yours, still if you really meant that the present should give me joy, you would select it on the basis of my own choice. For what one likes, that is the thing he likes, and that is the thing he should have at that time.

long with his whistle made from the twig of the alder. But now—in the ever decadent Now!—the finest French importation pleases but for an hour; and the boy throws aside the most elaborate toy cornet.

But is the fault with the children, or is it with us?

Did you ever see these same children set free from their elegances, out in the country for a time? The girl will fill every corner of the house with her corn-cob dolls; and the boy will drive you mad with his persistent enjoyment of his home-made alder whistle. And to the girl the corn-cob dolls will be Araminta and Henrietta and Queen Victoria. And to the boy—never were armies in all history led forth to such battles and to so inspiring music as will this boy create with his alder whistle out of his own boundless imagination!

And why this apparent "reversion to type"? Sim-



FIGHT BETWEEN SKRAELINGS AND NORSEMEN.

But as Sol Giles would say, "the force of this remark lies in the application on't."

One of the most striking studies made by Professor Earl Barnes of Stanford University was on children's drawings.* Among the many deductions from this study, three bear directly upon the matter under consideration, viz.: 1. Children like large single pictures. 2. They care little for detail. 3. The figures shall be doing, full of action. (And this last we find perfectly in keeping with the deduction made from the study on children's stories, by Professor Barnes.)

We who like to croak, and who see only the "decadent" in the gods of things as they are, often complain that children are not as they "used to be."

Once, a little girl would play all day long with her corn-cob dolls. Once, a little boy would play all day

ply because the boy and girl have been set free,—our adult standard is no longer superinduced upon them,—their own imaginations and inherent creative impulses are allowed a chance to act.

But to apply this same principle to the matter of pictures for children's books. Do we not offend against the same law? Do we not in our conceit and adult arrogance chose our subjects for illustrations regardless of what the child's own tastes might be?

I heard a mother say not long since, "I bought a lovely picture book for Gertrude to-day; but she is tired of it already. Now when I was a child, I used to read my picture books over and over."

"And what kinds of picture books did you have?"

"O, such crude things! Mere daubs of color."

"Large single figures, I suppose."

"O, yes, there was the big red giant in the foreground," etc., etc.

* "Studies in Education," published by Earl Barnes, Stanford University.

For thus did the good mother precipitate herself into my pedagogical trap! But the book she had bought for her own little unfortunate was of the new-fashioned scroll-designed, siren-and-nymph bedecked kind, beautiful, indeed, as a work of art, but ages beyond the child's stage of development.

Some time we shall learn to humble ourselves, to consult the child himself, and then, having consulted, to reverence his evidence.

A few weeks ago the teachers of Napa, Cal., were kind enough to submit some of my history stories to their children for suggestions for illustration, and send me the results of the venture.

One story, the first, was the story of the coming of the Norsemen. The points in the story were:—

1. The setting out of the Norsemen.
2. Description of the Dragon ships.
3. Landing of the Norsemen.
4. The fright of the Skraelings.
5. The fight between the Norse and the Skraelings.

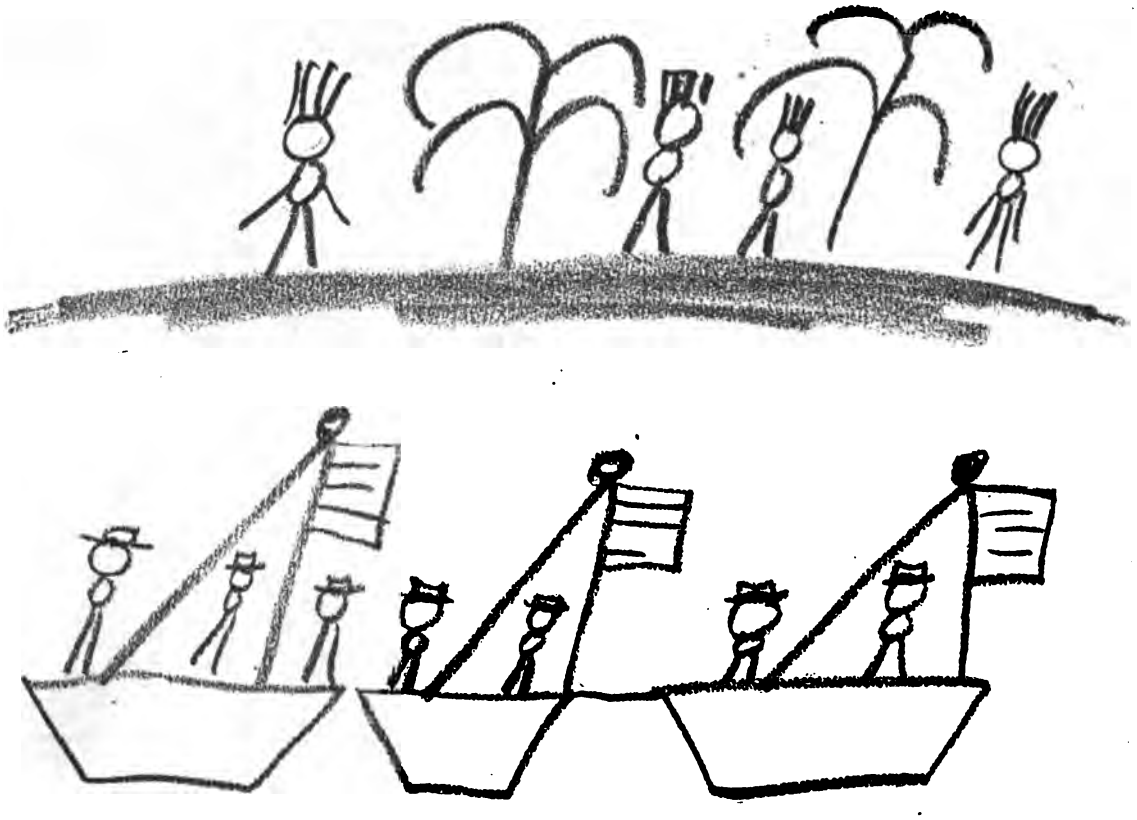
Now in three books for children on this subject, which I can recall to mind, there are for illustrations a big Norseman in armor in the foreground, and a Dragon ship in the background. One artist whom I know, that she might be sure to get the "spirit," went miles to look upon the statue of Lief Ericson as it stands, in all its Norse grandeur, on Commonwealth avenue in Boston, so tall, and straight and majestic! And still, if one may trust the testimony of the children themselves, it was but love's labor lost. For there was nothing in the Napa children's pictures to indicate that poise and dignity appealed to them in the least. Perhaps it ought to have, perhaps these little free-hearted mountain-bred Napa children are "decadent," but their paper showed an almost universal preference for the fight between Skraelings and Norsemen.

It may be "wicked" to fight, it may be "uncultured," but the child and the savage will go on fighting, and it may be that some time we shall recognize that it is biological and self-preservative; and as essential in its own time and place as are morals and "culture."

And so, whether deplorable or wicked or what, when I print my Norse story, the little Napa children shall have their "fight." And the artist shall make it just as happily savage as savage can be!

Again, the story of Columbus was sent to a class of children. The points in the story were:—

1. The persecutions of Columbus.
2. Columbus before Isabella.
3. Setting sail from Spain.
4. The fright of the sailors at volcanoes.
5. The fright of the sailors at meteors.



THE INDIANS WELCOMING COLUMBUS.

6. Sighting land.
7. The Indian welcome.
8. Columbus returning in chains.

Now, as I recall this story as usually illustrated, the illustrations most frequent are the elaborate court scene, the triumphant return to Spain, and the return in chains. But how did the children to whom the story was submitted illustrate?

Not one child attempted, or even said he would like any one of these, though I confess I did have an idea the return in chains would have some showing. I had always thought that rather a good picture. However, one must submit to the evidence of a mass of papers honestly prepared.

The testimony of the children, moreover, was:—

1. Seventy per cent. wanted the Indians rushing down the banks to welcome the white men.

2. Forty per cent. wanted the fright of the sailors represented. The forty per cent. choice was particularly interesting to me just now, for this reason: I had just finished collating some papers on children's ideas of fun; and I had found, or thought I had, that their basic principle, at a certain age, was "fooling" somebody. Here are typical papers:—

"I dressed up a broom in my father's cloes and put it on the door-step and he thout it was a man I most dide a laughing."

"Nellie and me dressed in my mothers long dresses and went and asked the man in the depo when the next train went to Boston. He didn't know we was children and it was so funny we most killed ourselves."

The choice, then, of the sailors' fright seemed consistent with the evidence from the "funny" papers: i. e., the sailors were "fooled."

However, the savage element was again the one that was most in evidence, since it was the Indian scene that the great mass of the children wanted.

Another story, the story of Balboa, was sent out. The points of this story were:—

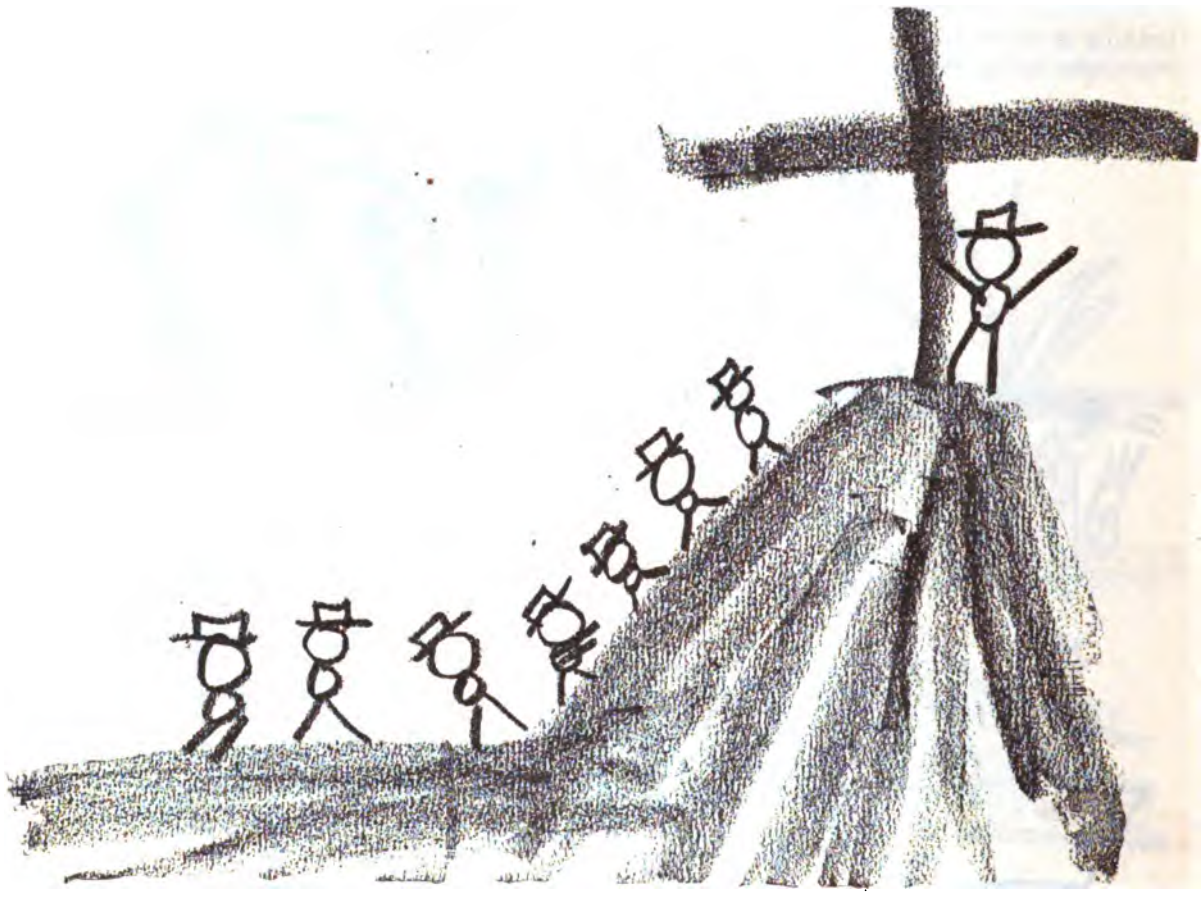
1. Balboa's escape in the cask.
2. Balboa's discovery on shipboard.
3. Saving Enciso's crew.
4. Visit to the Indian wigwams.
5. Quarrel over the gold.
6. On the peak of Darien.
7. Taking possession of the Pacific.

Of these, not one child chose the escape of Balboa in the cask, although that was "fooling," and I was sure that would be the picture for my artist! Why the children did not choose it does not matter here, there was a reason, but it only goes to prove the more that we can never assume to judge for chiidren.

Eighty per cent., however, chose the planting of the cross on the peak of Darien. And was it any wonder they chose that, when we consider the adventure, the novelty, the actual achievement, together with the "action" as the men fall over each other in their rush up the mountain side, each frantic to be "next" to Balboa in viewing the new ocean!

Only one child chose the taking possession of the Pacific; and the rest of the papers were scattering,—often untranslatable, except that there were Indians galore. That the scene on the peak of Darien was the favorite one, there could be no doubt.

And what of all this? Nothing, perhaps; a great deal, I am sure. However, all I want to tell this time is how a certain writer for children set forth to illustrate a book from her own notions of what children would like, and what happened to her when she consulted with the children!



PLANTING OF THE CROSS ON DARIEN.

Language.

Children must think well before they can write well.

Children should have something to say before they talk.

Children talk best about what they see.

Children will talk about what they wish to more readily than they will talk about what you wish them to talk about.

Children will talk with each other better than with you.

THE PARTS OF A BIRD.

THE different parts of a bird's body are all named by the ornithologist, and students of natural history and all interested in bird life will speak more intelligently and understand each other more easily if they use the correct scientific terms in their descriptions.

Thus, in Fig. 1, we find:—

1. Maxilla or upper mandible. 2. Lower mandible.

3. Forehead; also called front and frons.

4. Iris (plural irides): Colored circle of the eye around the "dark spot" or pupil.

5. Upper part of throat, including chin.

6. Lower part of throat, or foreneck.

7. Breast or pectus, also spoken of as pectoral region.

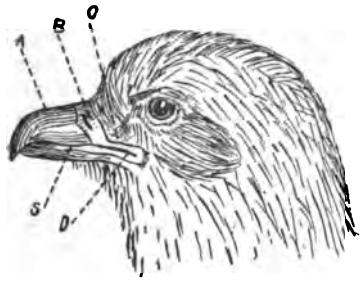
8. Wing-coverts (greater, middle, and lesser).



9. Bastard, or spurious wing or alula, composed of the feathers growing on the so-called thumb.

10. Occiput; back part of the head.

11. Tertiaries, tertials or tertiary quills are the large inner quills that grow from the humerous (arm-bone) or elbow, and in the closed wings are generally concealed by the longer scapular feathers.



12. Scapulars or scapular feathers.

13. Abdomen or belly; under surface of body from breast-bone to vent.

14. Lower tail coverts; crissum.

15. Crown or top of head.

And in Fig. 2:—

A. Culman. The ridge of upper mandible.

B. Cere. The naked skin at base of bill, well shown in hawks.

C. Lore or loral space between the bill and eye.

D. Gape or rictus.

S. Commissure; outlines of closed bill.

Respect the passing words of a child and reach him when at his best.

QUESTIONS ON WEATHER RECORDS.—(II.)

BY NELLIE ALLEN,

Fitchburg [Mass.] Normal School.

RAIN, SNOW, AND ICE.

FROM what direction did the heaviest rains come?

From what direction did the greatest number come?

Compare the rains of September and November. Of September and April. (In the effect on vegetation, temperature, duration, amount of rain, slant of rain, size of drops.) Notice papers to get amount of rain fallen.

Have most rains fallen in the forenoon or afternoon this week? or month? In the day or night?

Compare amount of rainfall in different months.

Are there more or fewer rainy days in winter than in summer?

Compare number of pleasant days in different months.

What was the date of the first snow fall? From what direction did the snow come? Compare with rains.

Are the snowflakes larger in a mild storm or in a severe one?

Talk of shape of snowflakes. Draw. Why are some larger than others? What was the temperature before the storm? During the storm? After the storm? When highest? Lowest?

On which side of a house does the snow melt first? Why?

Where does snow or ice melt first, in a forest, or on a treeless plain? Why?

Have you seen any ice yet? How thick? Where formed? Why on top of water? Why is it best that it forms on the top of water instead of at the bottom?

Talk of cost of ice in different climates?

Have you seen any icicles? Where? How long? How formed? Draw.

DEW AND FROST.

Describe the kind of weather when there was no dew.

Was the weather the same when we had dew?

Is the dew found everywhere? Where heaviest? Where lightest? Is it on the stones? How long did it last? Why did it disappear? Where did it go?

Has there been a frost? Was it everywhere? Where heaviest? Where lightest? Was it on the rocks? On the grass? Under the trees?

When did it disappear?

Do we ever have dew and frost on the same night? Are there ever any nights when we have neither?

Are they formed most on a windy or calm night? On a cloudy or clear night?

Is there more than one kind of frost? Give names.

Is frost of any use to the soil?

Does frost form near cracks in window panes? Why not?

Which are more common this month, frost or dew?

What is frost?

Are frost and dew formed in the same way?

Are frosty mornings followed by clear or cloudy weather?

FOG.

Have you seen any fog? Compare them with clouds. When are they thickest? When do they disappear? How are they caused? Where in the Atlantic ocean are dense fogs found? Why are they there? Why are they found there? What is the character of the day and night before and after a fog? Does it always follow a rain? What becomes of it?

How does the amount of fogginess compare in winter and summer?

GENERAL QUESTIONS.

What are the farmers doing this month? Why?

Do any birds leave us or come to stay with us this month? Why? Which ones go first? Which ones come first? What season is it now?

What months are in this season?

From what quarter blow the highest winds?

Are the coldest days cloudy or clear?

Do more plants die of the cold winters when the snowfall is heavy or light?

Have you had five Mondays in any month? Five Tuesdays? etc. How did it happen? What is meant by Indian summer. Why so called?

What are the characteristic sounds of nature this month? Compare with other months.

What months had no thunder showers?

What month had the most? From what direction do they usually come? In what part of the day? Compare the temperature before the shower with that after.

What name is given to the moon in October and November? Why?

Which month has the most sudden changes of weather?

Compare the character of March and April in temperature, wind, rain, sky, clouds, feeling, effect on plants, animals, people, etc. (Any other months.)

Other questions in Jackman's "Nature Study." See meteorology in different months. Frye's "Child and Nature," pages 82—86; 90—94; 102—104. Parker's "How to Study Geography," pages 312 and 380.

Mr. Bluebird and Miss Crocus.

BY ALICE G. PATTEN.

A DEAR little crocus who lived in the ground
One morning in spring heard a low tapping sound.
And she thought, as she sprang from her couch to the floor,
That it came from above, at her upper front door.

"Dear me!" she exclaimed, "I believe that's a knock,
And here I am dressed in this shabby brown frock.
To receive as I am surely never will do,
I must get out my silks and my bonnet of blue."

While all the whole time at her upper front door
The knocking kept on just the same as before.
Dear, dear! What a flutter her poor heart was in,
As under the curve of her sweet dimpled chin

She tied her blue bonnet and tremblingly placed
Four dainty gold pins at her slender round waist.
Ah, sly little elf! by that smile so demure,
She knew who was knocking, she knew, I am sure.

She knew who it was, and just how he was dressed,
In his jaunty blue coat and his brown satin vest.
She knew the fresh voice; yes, she knew every trill,
And she throbbed so with joy she could hardly keep still.

"Dear Crocus," came softly; "Sweet Crocus, oh, pray!
Do not sleep all this sunshiny weather away.
The March winds are cold, but the sun is so bright;
Oh, come, little Crocus, come up to the light!

"And listen, dear, way from the South I have flown,
Just to see thy sweet face and to call thee my own,
For fairer than lily or snowdrop thou art,
Thou darling of springtime! thou queen of my heart!"

And then, you'll not think so, but really 'tis true,
A dear little head in a bonnet of blue
Shyly peeped from the earth, where the green grasses grew,
Where the sun shone so bright, and the March breezes blew.

Louder and clearer the song that he raised,
As on the sweet vision the bluebird gazed,
And then—he peeped into her bonnet of blue,
And I think that he kissed her—I would have—would you?

For Reproduction.

ABOUT THE MOON.

[First grade.]

[Read twice before reproducing orally.]

THE moon looked big and round last night. Mamma said it was because it was growing old. When the moon is new it looks little and thin, and something like part of a broken ring.

SOME FRIENDS.

[Adapted.]

TWO rabbits and a calf lived together on the same farm. One rabbit sickened and died. The rabbit who was left at once made his home in the field with the calf. Now the calf is a cow; but everywhere, all over the field, in the barnyard, in the barn in winter, the little rabbit is the cow's companion, and no one thinks of separating them.

A GOOD EXAMPLE.—(Adapted.)

[Third and fourth grades.]

[Read carefully as many times as intelligence of the class makes necessary; reproduce in writing.]

THE other day a big, fine-looking horse attached to a grocer's wagon fell in the middle of a slippery pavement. The driver did not jump down and whip the horse, as most drivers would have done; but he got off his wagon and loosened the harness. Then he took his lap-robe and spread it upon the slippery pavement, near the horse's feet. The intelligent animal understood what the man meant, for he eyed the robe a moment, then edged around until his feet were upon it. With a great effort he got up, then lifted his feet from the robe, which the driver picked up. The wise horse seemed to know that he could not slip on the robe. The driver tightened the harness, got into his wagon, and drove off. Now, was not the driver a kind man, and was not that horse a very intelligent animal?

Action Lessons.

ACTION LESSON.—(II.)

BY JEAN HALIFAX.

A "THINK-QUICK."

WE call it our Think-Quick game. For we try it when the little folks are beginning to feel dull, and it wakes them right up! For, to play it rightly, you must ask, and the children answer, as quickly as possible, and that is where the fun comes in.

Sometimes we play it orally. The children rise as soon as they have found the answer, and take their seats when the question has been correctly answered.

For instance, in No. 5 almost every one in the room is standing. You call on Annie. She gives sun, run, dumb. The rest remain standing, for they see that Annie has made a mistake in dumb, and they can give three words which do rhyme.

When it's a deaf-and-dumb game, the children enjoy it just as much, and there is this advantage. It quiets a room better than any scolding, though, of course, you don't indulge in such things—and yet it rouses the sleepiest child present.

The teacher stands at the board and writes, or, better still, has the questions written plainly on large manilla charts; if she uses the board, she writes each question. If she makes the charts beforehand, she now takes her place by the chart, and holds a paper over the questions below the one to be answered, leaving only one at a time for the children to read. The scholar who is the first to find an answer reads the question and then gives his answer.

The first set of questions in the Think-Quick are general. The second set is for individual answers, and is always written. A box of colored crayons is needed for No. 2. Put them on one of the front desks.

No. 1.

1. Tell us a word beginning with B.
2. What animals has white fur?
3. Take one letter away from black; will any word be left? What does it mean?
4. Write five words which begin with R.
5. Give three words which will rhyme with bun.
6. How many states can you name?
7. What can you see on your penny?

[Give each child a one-cent piece. They will find a wreath, a bow, a head, letters, figures, a shield, arrows, etc.]

8. How many letters in your last name?

[Give such questions often. The children can not answer in concert such questions, and are obliged to think for themselves, not depending on the "bright ones" of the class to lead off.]

9. Name a bird which has black feathers. Blue. Gray. Brown. Red. Yellow. Speckled (or mottled).

How many colors can you find on a woodpecker?

[These questions may be asked orally, as the children will give birds with only a few black feathers, for instance, as well as crows, etc. And the game may run into a little "nature talk."

10. What word can you make from the third, first, and twentieth lettters of the alphabet?

No. 2.

COLORS—TEST READING.

1. Alice may write her first name with a piece of red crayon.
2. You may write your last name, Margaret, just under Alice's name. Use crayon of the same color as hers. [This is for one of the older ones, you see, as it is a little longer.]
3. John, show us the lightest shade of yellow in the box.
4. The darkest, Alfred. [Alfred must read what has gone before, you notice, in order to find out what he must do.]
5. Is there anything blue in the room besides the blue crayon, Mary? Point to it.
6. Rachel, of what color are Jessie's eyes? [Take two girls who sit near each other.]
7. Ruth, how many shades of blue can you find among the crayons? Write their names on the board. [This is for a Third Reader girl.]
8. Write your name on the board with red crayon, Annie.
9. Louis, write on the board the names of the colors in the rainbow, each with its own color (violet with violet crayon, etc.).
10. Write on the board between the two east windows. Anna, a list of all the colors you can find in this room.

Try these "games" and see if the children do not improve very rapidly in reading at sight, and if they do not pay better attention in all their work.

Bird Enemies.

[For Supplementary Work.]

BY K. L. B.

THE JAY.

[Adapted from John Burroughs' "Birds and Bees."]

Do you know what an enemy is? It is some one who wants to hurt you. But who would hurt the dear little birds? I hear you say.

We think of the birds as always happy, but this is not so. They have as much to try them as we do, and their lives are often full of care and pain. And the birds always know their enemies. See how they will scold and chase the cat, but let the dog alone!

The jay is a great foe of the other birds. He comes sneaking around among the trees in May and June, to steal eggs. But the birds soon find him out. Then how they scold and chase him away!

"Thief! thief!" they cry at the top of their voices. And the jay calls back to them.

Perhaps, he says, "I'm as good as you, any day. Thief yourself!"

I suppose the birds feel when they see the jay coming as we would if robbers were about. But little the jay cares for the scorn of the other birds. He is a jolly, care-free fellow, and does not mind his bad reputation.

NATURE STUDY.

BY HARRIET S. HAYWARD.

TO one who is living in close touch with the nature study in our primary schools, there is nothing more beautiful resulting from the work than the spirit of kindness and mercy it arouses in our children. Setting aside the knowledge and pleasure gained, we can still look with pride upon the development of large-hearted, whole-souled sympathy with the weaker members of the animal kingdom.

I will choose two isolated instances to illustrate my point. The first you may have heard, since it is simply a report of the anecdote as I heard Professor Hodge tell it to a body of teachers.

In Worcester, near Clarke University, there is a small park and pond. At this pond every year at the breeding season numberless toads congregate, lay their eggs at the water's edge, and then scatter again to their homes. The street urchins have found this out, and every year during this season a wholesale slaughter of the harmless little creatures begins. Hundreds of crushed and mangled toads have been found at one time there. Such wanton cruelty attracted the attention of Professor Hodge of the university. A few months before the last breeding season, he put a notice in the daily papers, offering a reward of some five or ten dollars to the pupil in the public schools of the city who should hand in to him before a certain date the best composition on the "Uses of Our Common Toad."

What a wide field of investigation was opened! Plain Mr. Toad became a hero,—as indeed he ought to be, for scientists tell us that every one of the common toads is worth yearly some dollars to the farmer. Is it not Celia Thaxter who, in her charming "Island Garden" speaks of importing toads from the mainland to destroy the troublesome slugs?

There was no more killing by the pond. The boys came the same as before, but now it was to watch and wonder.

And the prize finally went, I believe, to a little girl who, besides general observations, kept a toad penned in her back yard, fed it every day, and could tell to the fraction of an insect how much it could eat in twenty-four hours, and its consequent value to the farmer.

Here observation led to respect, and respect to mercy.

Fifty little people whom I know had a pet squirrel as a visitor the other day. Poor little gray squirrels, whom cats, black snakes, birds of prey, and the small boy are trying so hard to drive from the face of the earth! How much they need mercy! These were very little people in their first year of school life, and they were much excited by their strange visitor.

They watched his bright eyes, his little pointed nose, his funny ears, his long, sharp teeth and bushy tail. They learned incidentally about his nest, his food, habits, and life. He had obligingly sat up and eaten nuts for them, showing what good nut crackers those teeth were, and had finally settled down with his tail curled over his head to rest. As they were working very quietly lest he be disturbed, I said, "Well, children, you have learned a good many things about Mr. Squirrel to-day, haven't you? Do you think he will learn anything by coming to school?" All heads nodded affirmation and many hands flew up. So I called upon a tiny girl who was especially anxious for a chance to speak. This was the answer, "I think perhaps he'll learn to write."

That did not show a scientific observation of the formation of the squirrel's paw, but it showed one very lovely thing,—the squirrel seemed so bright and intelligent to her in his life and movements that she had put his powers on a level with her own. Kindly treatment is the natural result of such a thought.

So much for illustrations of the ways of interesting children in such work!

Educators are feeling that in the homes and schools children need more than the mere training for this short life. It is foolish to educate for this little three-score years and ten and to leave eternity out of the question.

The study of animals—together with others of nature's children—will develop truth, purity, unselfishness, mercy. And the study will lead to that mercy which is "not strained," but which will be "twice blessed, blessing him that gives, and him that takes."

Morning Talks.—(I.)

[From outline prepared by Dr. Jenny Merrill, Supervisor of Kindergartens, New York City.]

MARCH.

Underlying thought: Growing.

March winds and April showers
Bring forth May flowers.

Topics.—The wind; dust; cleanliness; the weather-vane; the pinwheel; the kite; the windmill; the miller; the baker; ships; sailors; tall masts; climbing; the carpenter and his tools; tall trees; bare branches; twigs; wood; rising sap; maple sugar making; our veins; our blood; sprouting vegetables; budding twigs; bud cradles; baby buds; birds returning; nests; homes; baby brothers and sisters.

How to Know a Bird.

To know the name of a bird is of comparatively little value; to know to what class he belongs is of no great moment; in short, to know him from the scientific standpoint amounts to little so far as the average child is concerned. If he becomes a specialist, he will learn all this quickly in later life. But to love birds and to form habits of observation sufficient to watch carefully every bird is worth as much as any branch of study. No training of the ear is better than that which comes from listening to the song of birds; no training in color knowledge is better than discrimination of their hues and tints; no better form study than appreciation of their shape; no better discipline in the study of motion than in the study of their hopping, pecking, and flying.

All careful observation and study of children as to their mental status will add power to the teacher and increase her ability to benefit children.



Thrifty Phyllis goes to town,
Leaves her gallant sighing:
Phyllis maketh o'er a gown,
That is why she goeth down;
She would be a-buying
Ivory Soap, to cleanse it sweetly,
Ribbons, that shall deck it neatly;
Back she'll soon be flying.

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Famous Children.

FAMOUS CHILDREN.—(VI.)

BY PAMELA MC ARTHUR COLE.

POCAHONTAS.

ONE of the most famous names in the early history of Virginia is the name of Pocahontas, daughter of the powerful chief, Powhatan.

In 1607, a party of Englishmen came to settle in Virginia. They called their village Jamestown. They had rather a hard life for some time. They suffered from hunger and from sickness, but their greatest trouble was that they were quarrelsome and were seldom at peace among themselves.

John Smith was one of the most active men among them, and had been chosen before they left England one of the council that should govern the colony, but they were unwilling to obey him, and more than once they brought themselves and him into a great deal of trouble by their disobedience.

Not long after arriving in Virginia, Smith had gone to explore the country and had seen Powhatan, who had received him kindly; the Indians generally were friendly, and at one time Smith went out on a little voyage and took with him a crew of both Indians and Englishmen up the river Chickahominy. After a while he went ashore with several companions, telling his crew to remain where he left them, but he was no sooner out of sight than they disobeyed his orders and went farther on, and landed, where they were seized by a party of Indians.

The Indians soon found out which way Smith had gone, and it was not long before they found him, but it was not easy to capture him. He defended himself bravely, and might have escaped, but, unfortunately, in his retreat he came to a wet marshy spot; it was hard to pick his way while he was taking aim at his enemies and he sank so deep that he could go no farther.

But he was very quick to think; he had carried a compass with him and he showed it to the Indians; they were astonished at the sight; no wonder, not only the moving needle, but the glass which hindered their touching the wonderful thing. They had never seen glass unless they had seen it in the village of Jamestown.

They decided not to kill this powerful man, and they took him home to their village.

Smith remained some weeks among the Indians. We may be sure he tried to please them in every way. He made toys for the children, and he offered many presents to old and young, among the people of importance.

He at last induced them to send messengers to Jamestown to get the presents that he had promised. He wore a letter for them to carry, and when the poor savages found that the people who received the letter understood from it what was wanted they were more surprised than ever.

But all this was not, in their opinon, any reason for sparing the life of their prisoner. The more powerful he was, the more wonderful things he could do, the more dangerous enemy they thought him, and they held a council to decide what they should do with him. They soon made up their minds,—he must die.

Pocahontas was then but twelve years old. She had seen what a remarkable man the poor captive was, and she was not so hard-hearted as the old chiefs. When he was led out before the tribe, bound and helpless, and Powhatan stood ready with a huge club to kill him, she rushed forward and begged her father to spare his life.

The Indians were very cruel in their treatment of prisoners, but sometimes, as in this case, a person would come forward and ask the prisoner's life. In such a case it was seldom refused. Another Indian whose life was spared in this manner was adopted into the tribe, but they were willing to let the white man go back to his own people and in a day or two, after seven weeks of captivity, he was sent home.

Powhatan promised that he would always treat Smith like a son, and would always be a friend to the white people.

We do not know what Pocahontas promised to the man whose life she had saved, but we know that she always was a friend to him and his people. When the crops failed, the little Indian girl went to the village to carry corn, and in more than one case the colony was kept from starvation only by her kindness and care.

Powhatan did not keep all his promises, and at one time he plotted with the other chiefs to kill all the whites. The night before the day when this cruel plot was to be carried out was dark and stormy, but Pocahontas went alone through the woods to Jamestown and gave the white men warning.

Several years after, Smith met with a bad accident and went to England that he might have better care than he could have here. Pocahontas, who had always continued to be a friend to the English, was away at some distance from her own home, when an English captain, who was nearly ready to sail back to England, thought he might induce her to come and live among the English. She had been so kind to them that it seemed as if she might like them well enough to remain with them.

He invited her to come on board his vessel, and he made a present to the chief of the country where she was visiting, for helping him to take her away. The chief would have been willing to do a great deal for such a beautiful present. It was a large copper kettle.

Pocahontas staid some time in Jamestown. She became a Christian, and was baptized by the name of Rebecca. She was married to an Englishman named Rolfe, and went with him to England. The people there were glad to see her, they were grateful for all her care and kindness to the colony of Jamestown.

But she was not happy in a place so different from her own old home, and she was just ready to come back to Virginia when she died, at the age of twenty-two, about the year 1617.

Ask your pupils where the new moon rises. You will be interested in what they do not observe.

NATURE WORK FOR SPRING.

BY KATHRYN LIVINGSTON.

MARCH.

"What does it mean when the bluebird comes
And builds its nest, singing sweet and clear?
When violets peep through the blades of grass?
These are the signs that spring is here."

ON the first day of March tell the children that March, the blustering month, was named by the Romans from Mars, the god of war. Ask them to think and tell you the reason for this.

Some thoughtful pupil is almost sure to grasp the idea that March is the time of warfare between spring and winter. The victory is sometimes with the lion and again with the lamb.

March was called the "loud month" by the Saxons and "Windy Moon" by the Indians.

Tell the children that until about one hundred and fifty years ago (1752) New Year's day was the twenty-fifth of March, and that is why September, October, November and December were named the seventh, eighth, ninth, and tenth months.

Question the children about the weather last March (for of course the weather charts have been kept). Compare the weather then with this of the present time.

Ask the children to watch for the return of the birds, and note the dates of arrival from year to year.

During March we may expect the first robins and bluebirds. Have the children observe their preparations for nest-building and compare the gentleness of these birds toward one another with the conduct of the quarrelsome sparrows.

John Burroughs has said that when nature made the bluebird she wished to propitiate both heaven and earth, so this bird has the blue of the sky on his back, while the color of the earth is on his breast; when he comes the strife between these two elements is at an end.

There are many pretty stories and poems about both robins and bluebirds, and when these merry little spring guests appear, read or tell several of these. "The Robin," by Whittier, "What Robin Told," by George Cooper, and the Norse story of how the robin got his red breast are always delightful.

Children are always pleased with the old story of how the birds learned to build their nests.

The magpie was the first to build her nest. The other birds wished to know how it was done, so they gathered in groups to watch and learn.

First the magpie took some mud and made a round cake, which she patted and shaped until it looked like a round nest. "Oh, I know now," said the thrush, and she flew away. She has never learned any more about nest-building since.

The magpie went on with her lesson. She laid twigs all around the little cake of mud. "I know all about it now," said the blackbird, and away he flew, and his great grandchildren have never learned any more than he learned.

The magpie was not discouraged by the inattention of her pupils, and quickly began putting a layer of mud outside the twigs. "Who would have thought it so easy?" said the owl, and he flew to the top of a tree and had a long day dream, saying, "Who, who, who!" After this the magpie twined some long slender twigs in and out. "I see how it is done," said the song-sparrow, and off he flew. Then the magpie lined her nest with feathers and moss. This suited the starling, who flew away immediately.

The magpie worked on, but one by one her little class flew away; only one poor little turtle-dove was left, and he paid no attention; but when the magpie said "Take one," the turtle-dove kept saying, "Take two, two, two." The magpie was angry, and declared she would give no more lessons in nest-building. So the birds of to-day build their nests just as they did long, long ago.

THE FIRST FLOWERS.

Call the children's attention to the swelling of the buds and the appearance of the first flower of spring, the skunk cabbage. This showy, but disagreeable plant may be found in March almost covering, with its beautiful glossy leaves, the dark mud of the swampy woods and infecting the air with the unpleasant odor of its mottled, purplish flowers.

Before March is past, the children will find pussy willows, snowdrops, hepaticas, anemones, and in some localities, the arbutus buds.

If the teacher has kept a record of the first appearance of these flowers in past years, the children will be interested in making comparisons.

They will also be interested in drawing these early flowers in their blank books and putting the date beside their sketch for future reference.

SUGGESTIVE STORIES AND POEMS FOR MARCH.

"Mr. Wind and the Sun," Aesop's Fables.
"The Story of Balder."
"Story of Proserpine."
"March," Celia Thaxter.
"The Return of the Birds," Bryant.
"The Birds and the Children," E. S. Sullivan.
"The Brown Thrush," Lucy Larcom.
"March." Bryant.

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Books.

A HISTORY OF THE UNITED STATES FOR SCHOOLS. By Wilbur F. Gordy, Hartford. With Many Maps and Illustrations. New York: Charles Scribner's Sons. 475 pp. Price, net, $1.00.

This is a large, beautiful, skillfully-arranged school history, furnishing all essential facts in a style to be understood and remembered. Mr. Gordy has been an unusually successful instructor in history in a large grammar school for several years. He has had much valuable experience also in summer school teaching and educational lecturing. Thus he has dealt with the children in their learning and with teachers in their criticism all the time that he has evolved this book; circumstances and conditions have, therefore, contributed every needed aid.

The philosophy upon which the book is developed is that the nature of the facts presented is of much greater import than the number; that a book for children to study must differ materially from a book that adults are to study, or that children or adults are to read; that little time can be given to history in the grammar grades, and that little must be improved to the best advantage; that a fondness for historical reading must be first developed; that skill in reading history must be imparted; that facts should be grouped so as to be easily retained in their relations.

There is a valuable chapter of sensible suggestions for the teacher of history. The teacher must recognize the limitations of the history class, must give a bird's-eye view, should know how to use references, should direct the outside reading of bright pupils, should utilize poetry and fiction, should train pupils in right habits of reading and studying history, should utilize the time of the recitation to best advantage, ought to appreciate the value of class discussion of cause and effect, must make good use of written work on historical themes, should utilize geographical knowledge and pictures, and emphasize the biographical side of history.

The arrangement of the book is admirable. Each chapter is headed with a good list of reference books and a supplemental list for outside reading, and closes with explicit directions to the pupils, additional notes of interest, and a crisp chronological table. Maps, charts, portraits, and pictures add materially to usefulness, as well as the beauty of the work.

THE WORLD AND ITS PEOPLE. Book VIII., Australia and the Islands of the Sea. By Eva M. C. Kellogg. Edited by Larkin Dunton, LL.D. Boston: Silver, Burdett, & Co. Cloth. Illustrated. 448 pp.

This series of geographical readers, of which this is the eighth, has been of value to the schools, and no one of them has had greater merit as a clear, comprehensive presentation of every phase of information sought by teacher and pupil. The book is the best encyclopaedia on Australia to be found anywhere.

To those who have always regarded the islands as small and unimportant places on the face of the earth, this book will be a revelation. They will be amazed at the great variety of formation and of distinctive characteristics, and at the curious habits and customs of the natives of these many little worlds. They will find that even some of the smallest islands have been important factors in the history of the world's civilization and progress, and that, from first to last, a novel and fascinating interest attaches to these miniature kingdoms and principalities. The author has carefully collected her data from many reliable sources, and the information so ably condensed into convenient limits will be found reliable as well as attractive.

THE STUDENTS' STANDARD DICTIONARY; OR THE STUDENTS' EDITION OF THE STANDARD DICTIONARY. New York: Funk & Wagnalls Company. 930 pp. 60,000 words. 1,225 illustrations. Price, $2.00, net; $2.32 by mail.

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UNDINE. Classics for Children. Translated by Abby L. Alger. Boston: Ginn & Co. Boards. 106 pp. Price, 30 cents.

A sweeter classic for little people it would be difficult to find. Undine personifies water in the mythological sense, but it is done with the Norse flavor. The fields of her activity are in the nature of the case in forest, lake, stream, sky, and clouds. The lessons taught are those of goodness, love, and disinterestedness in human beings. There is no malignity or guile in Undine—water—who is sportive, tricksy, changeable, with pure and intense affections. In a word, the beautiful classic teaches all about water, and, at the same time, some of the best lessons for human nature.

ARABIAN NIGHTS. Eclectic School Readings. Selected and edited by M. Clark. New York: American Book Company. Cloth. 271 pp.

The "Arabian Nights' Entertainments" are among the most famous of the ancient stories, and it is well to have them revived and revised for the delight of the children of these days. They are here served up in a style that would have surprised Queen Scheherzade when she recited them for a thousand and one nights to her husband, Schahriar, king of India. Happy, indeed, are the boys and girls with books undreamed of by queens and kings of olden time.

UNCLE ROBERT'S GEOGRAPHY. Vol. III., Uncle Robert's Visit. By Colonel Parker and Nellie Lathrop Helm. Edited by Francis W. Parker. New York: D. Appleton & Co. Cloth. 191 pp. Price, 50 cents.

This is one of the many books in the "Appletons' Home-Reading Books," edited by Dr. W. T. Harris, and it promises to be the most successful introduction of Colonel Francis W. Parker of the Chicago normal school into literature. We do not commend the poetry in the following lines, but they tell very pleasantly what Colonel Parker has aimed to do in this book, which he has had prepared by Miss Helm:—

He takes you into fields of clover,
And roams the fragrant meadows over:

Into the woods, and over the hills,
By the noisy brooks and little rills;

Among the rocks; among the flowers
That part their lips to summer showers;

Under the trees and into the glade,
Chasing the shadows the sun has made;

Along the fences where the squirrels play,
Listening to birds that sing all day;

Round about home with the frolicsome pets,
Down by the mill with hooks and with nets;

Into the garden where the little seeds grow,
And when winter comes, a romp in the snow.

What happy times now for the children all day;
Uncle Robert is with us, and says he will stay!

It is a thoroughly interesting book for children. It shows "how worktime may be playtime," and can but suggest many ways in which teachers can help the children to know and enjoy nature.



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Young March Wind.

A jolly young fellow is Mr. March Wind,
With all his bluster and noise;
Though he has no thought for the old and poor,
He's a thorough friend of the boys.

He joins them in play with a right good will,
Aha, do you see him go,
With a hi! hi! hi! far up in the sky,
While the boys stand tugging below!

Oh, a noisy fellow is Young March Wind,
And almost any day
You may see him up in the highest trees,
Blowing his trumpet for play,
Oho! oho! now high, now low,
He blows with all his might:
Oh, dear Mr. Wind, would you be so kind
As to go to sleep at night?

—Selected.

The Japanese "Good-Morning."

A fall to the knees,
A turn to the toes,
A spread of the hands,
And a dip of the nose.
It takes all these just to say Good-day
In Chrysanthemum-land, so far away.

—St. Nicholas.

The Song of the Wind.

I'VE a great deal to do, a great deal to do;
Don't speak to me, children, I pray;
These little boys' hats must be blown off their heads,
And the little girls' bonnets away!

There are signs to be creaked and doors to be slammed;
Loose window-blinds, too, must be shaken!
When you see all the business I have for to-day,
You'll see how much trouble I've taken.

I saw some ships leaving the harbor to-day,
So I'll e'en go to help them along.
And flap the white sails, and howl thro' the shrouds,
And join in the sailor-boy's song.

Then I'll mount to the clouds, and away they will sail
On their gorgeous wings thro' the bright sky;
I bow to no mandate save only to his
Who reigneth in glory on high.

—Selected.

No Longer Baby.

BY S. C. PEABODY.

I MUST learn to read and write, people say.
I musn't spend my time in play,
I must read, read, read,
For that is what I need;
So I'll read and write so nicely every day.

If I couldn't read and write, don't you see,
I should be like a bird, or a bee.
I should grow, grow, grow,
And be such a dunce, you know,
And how dreadful, dreadful, dreadful that would be.

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References for third grade teachers; compiled by May H. Prentice, Training Teacher in the Cleveland Public Schools. Published by the Cleveland Public Library. Price, 25c. By mail, postpaid, 30c.

Lessons in Order.

If many teachers will take the trouble at any time after four to look into the children's desks, they will find a condition of things which may, but should not, surprise them. The last book used is sure to be on top, and when the pile of books has the form of an inverted cone, the inevitable downfall becomes only a question of time. Is it not a matter of some concern in a schoolroom of fifty children that these inverted pyramids came crashing to the floor in the middle of the morning lesson, when the accident—if it can be called that—throws the school into temporary confusion, and so interferes with the work going on then? Were that the only trouble, it would pay to avoid it; but it is not the only trouble. Disorder is the leading trait of too many children's characters, and every disordered desk allowed to remain so strengthens a habit as bad as it is deporable.

"Very well, what is to be done about it? Am I to give a series of order lessons after four, and so take upon myself the training which should be given at home, if given anywhere? If that reasoning be carried far enough, home life will be relieved of all responsibility, and the teacher will be the order sponsor of all the children of the district."

"Let not your heart be troubled," my teacher. It is a responsibility which the school shares with the home; and we have only to leave to the home what belongs to the home, and to the schoolroom the things that belong to it. The falling of the book-pile is a schoolroom evil, and there the evil should be cured. No staying after school should be required. When the time comes for putting the books away, the teacher has only to see to it that the work is properly done: "Large books at the bottom, children, and so on to the top. Then there will be no chance for toppling over if the packing be well done. Let us try it now"; and while the first attempt will seem to endanger the safety of the school building, it will be found that that will be a matter which will take care of itself; and soon the disorderly desk will be the exception.—Colorado School Journal.

Death Loves a Shining Mark.



"She is an only daughter and only seventeen," writes Mrs. H. H. Conklin, of Morten Avenue, Batavia, N. Y., in a recent letter addressed to Doctor R. V. Pierce, chief consulting physician of the Invalids' Hotel and Surgical Institute, Buffalo, N. Y. "We began your medicine in May (the 'Favorite Prescription'). My daughter then was very wasted, in fact we did not think she could live long. She had profuse menstruation which was of long standing; also a bad cough. We had spent a great deal of money and worried a great deal. When she began taking your medicine her weight was only eighty-seven pounds. She now weighs from ninety-eight to one hundred all the time and is well. Is cured entirely of her difficulty, has no cough at all, and all for eight or ten dollars. It had gotten to be a serious question with us. We had done all we could for her. We are truly grateful to you for all your kind advice and sympathy in the matter. We feel that you are a personal friend."



No living physician has a wider practical experience or enjoys a higher reputation in the treatment of diseases peculiar to women than Dr. Pierce. In cases of this nature he will send by mail careful professional advice without charge, and instructions whereby the most obstinate ailments may be entirely overcome. His "Favorite Prescription" is the only proprietary remedy ever designed by an educated, authorized physician specifically to cure women's diseases. It is the only medicine which makes motherhood perfectly safe and comparatively easy and painless.

Say "No" and stick to it when urged to accept a substitute.

How Grandpa Boiled the Eggs.

"It is half past eleven," said grandpa, "and the mason will not have the chimney fixed before three o'clock."

"Then I suppose we must get along with a cold lunch," said grandma.

"Well," said grandpa, after a moment, "perhaps I can boil some eggs. I will try it."

"But isn't it too windy to make a fire out of doors?" asked grandma.

"I shall not need a fire," said grandpa.

"That sounds like a joke," said Edith.

"No joke at all," said grandpa. "Come out and see. And bring the eggs," he added, "and a can with a tight cover."

When, a few moments after, grandma and Edith went out in the back yard, grandpa was putting some fresh lime into an old pail.

He took the can of eggs they brought and filled it nearly full of cold water. Then, fitting the lid on carefully, he set it in a hollow place he made in the lime. Edith watched him curiously.

"Will the lime burn?" she asked. "Shall I bring the matches?"

"You forget," said grandpa, "I was not to use any fire. We'll start it with cold water."

"Now I know you're joking!" said Edith.

"Wait a moment," said grandpa, "and you'll see."

He poured in the water and put a board over the pail.

"Oh!" cried Edith, when in a very



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short time it began to bubble and steam as if a hot fire were burning under the pail—and "Oh!" she cried a great deal louder, when a white, creamy mass came pouring over the top and down the sides of the pail.

It did not last long. In six minutes the bubbling had almost stopped, so grandpa took a long dipper and gently lifted out the can, all coated with lime.

He rinsed it off, then opened it and took out the nice white eggs; and when they broke them at lunch they found them cooked just exactly right. —Youth's Companion.

An Esquimau Hut Described.

The Esquimau, in building his house, takes his model from the beaver, the habitation consisting of two dug-outs, covered with dome-like mud roofs and connected by a tunnel. One of the two compartments is much smaller than the other, and it is only through this vestibule-like contrivance that there is communication with the outer world. The main compartment, in the centre of its roof, has a scuttle which serves imperfectly as a vent for smoke and as a means of access for light. These dug-outs are very warm and comfortable, although but rarely is a fire made in the living-room. The cooking is almost exclusively done in the ante-hut, which is also allowed in some villages to serve as a shelter for dogs. The inhabitants of the barabras sleep on the floor in their ordinary fur clothing and without bedding, curling up usually in indiscriminate heaps of humanity. The kassigima, which is an essential of every Esquimau village, is the home of the single men, and therefore corresponds to our bachelors' apartments, and it also does duty as a public hall in which occur all great dances, festivals, and pow-wows of the tribe. In its general construction, the kassigima resembles the barabra, being built, however, on a much larger scale. Its main room is usually floored with hewn timber and along the walls on its four sides are arranged long planks like shelves, on which the lonesome bachelors find their nightly rest. Immediately below the scuttle there is a depression which serves as a fireplace for heating the room to the temperature necessary for a sweat-bath, in which capacity the kassigima is employed at least once a day. No cooking is done in this building, but the squaws from the different barabras at meal time are seen in procession on their way to their bachelor friends, carrying as love offerings wooden bowls with savory stews of decayed fish, and more savory deserts of huckleberries and seal oil. Strangers are usually entertained in the kassigima, but white men are welcomed in any barabra.—From Alaska Adventures, in Frank Leslie's Weekly.

MRS. LUCY GOODWIN

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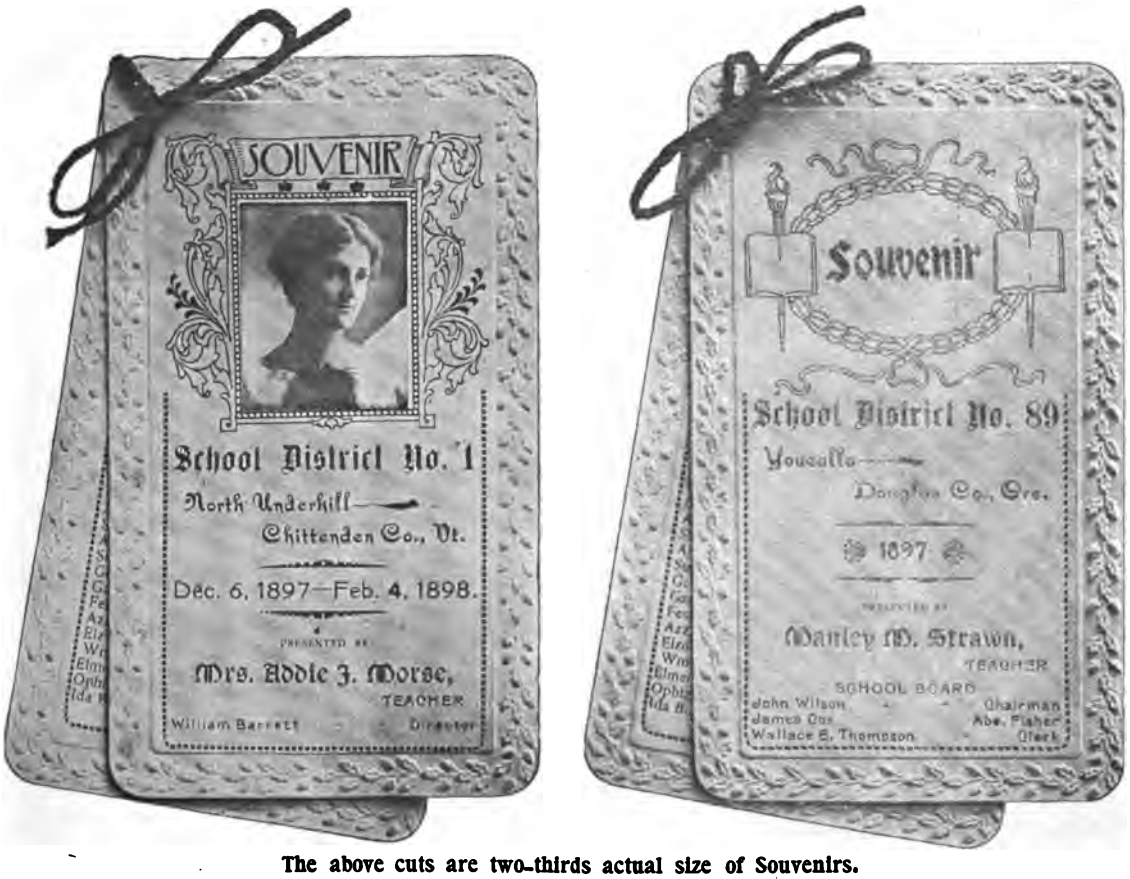
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Vol. XXI.—No. 8. APRIL, 1898. A. E. WINSHIP, W. B. SHELDON, } Editors.

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So far as possible, help the little children to enjoy the singing of birds, to know birds by their songs, to love birds as they see and hear them, to be interested in them a few weeks after their appearance as well as at first sight.

The first year in the primary grade should be made imaginative, much as it is in the kindergarten. In the springtime there are beautiful impersonations of nature. Buds, blossoms, and birds can be talked about as persons and their habits personified.

The primary work sometimes tends to a paucity of ideas by seeking an abundance of zeal. Even the second grade work often needs enrichment, and the third grade must be liberally supplied with information and with definite and instructive activity.

Hens afford an excellent study for April and May. They are too often overlooked, because they are so common, but their first appearance with a brood of chickens is as interesting as anything to be found in the whole range of opportunities to study the life about us. The hens are among the first animals to enjoy the spring privileges of the soil.

First grade teachers must be in full sympathy with childhood, as the kindergartner is. They must be full of spontaneity and originality. There is more genius required to be a really first-class first grade teacher than any other. It is not necessary that she have as thorough training or as wide a range of information, but she must be a genius, and must be as full of devices as a bluebird is of song.

First grade children should be encouraged to make collections of leaves, twigs, ferns, etc. In every instance the tendency should be to emphasize the choice of good specimens, their careful arrangement and preservation. In all this, too much care cannot be given by the teacher to refraining from doing anything for the child. She must suggest what should be done, may possibly tell how it may be done, but she must not do it for the child.

The birds are not only beautiful, but they teach many lessons that are interesting. They rarely quarrel, they are usually cheery, bright, animated, light-hearted, and clean. In the building of nests birds are more interesting than at any other time perhaps. They are so ingenius, so patient, so skillful, that much can be taught through their activity, while to watch them at this time is thoroughly fascinating.

The grade teachers of Chicago made a great fight for increase of salary. It was a revelation to them when they found that the city government, the mayor, the state legislature, and the governor all did as they wished. The only conservative body was the city board of education. It was a strange spectacle to see their most natural allies holding back week after week when all the rest of Chicago was with them.

The first grade teacher is not required to know the theory of psychology, but she must know the mental life and development of children. She has the child in the most wonderful year of mental unfolding in its life, more wonderful even than any kindergarten. The years from three to five are more exciting, but no one of them is so genuinely remarkable as the age of six, in which the possibilities of three, four, and five develop into realities.

State Superintendent W. W. Stetson's report of the schools of Maine for 1897 is one of the great educational documents of the day, as it is of all time. There has never been a greater contribution to the cause of rural schools than that section of the report which is entitled "A Study of the Schools of Northeastern Maine." No other man in any land or age has treated rural schools more intelligently and more helpfully than is here done. This ought to be printed in large quantities, that all may have it who need it. Indeed, it should have as large circulation as the famous Fifth Annual Report of Horace Mann.

The toad is one of the most interesting studies of the springtime. Very early may be found the long slimy string of black eggs of the toad in stagnant water. In the first stage the toad is called a tadpole. Not until early July do the tadpoles become full-fledged toads, leaving the water and taking to the fields. At first they are so sensitive to the heat that they secrete themselves under leaves, rubbish, and stones. A single toad will produce more than 1,200 eggs. Toads live to a good age. One is known to have lived thirty-six years.

WHAT SHALL THE TEACHER STUDY?

BY ELLEN E. KENYON WARNER.

A LETTER from a perplexed young teacher, who finds herself tossed on the sea of advice from leaders of conflicting educational theories and drivers of local hobbies, suggests a reply that may reach others similarly bewildered. "Each of these great people," writes the pedagogical novice, "looks so wise and speaks so confidently, as if he had some occult source of information, that I dare not differ with him; and yet they differ with one another. Together, they lay out enough work for me to occupy several lives at my rate of study. I am sure I could do but a small portion of it if I did nothing else, and that I can do still less while teaching. I feel so ignorant and unqualified to judge among them."

The conscientious young teacher, bent upon making her work the best that she is capable of doing, has much to study and needs to go about it very systematically. So let us generalize a little for her benefit.

She has undertaken to work upon the child. She is supposed to have already at her command some of the means by which her work is to be done—knowledge, and more or less of skill in adapting knowledge to child needs. In the broadest view, her duty is to acquaint herself daily more and more closely with the exact needs of the individual child, and to constantly improve and supplement her means of supplying them

The child is to be fitted to his niche in some future civilization. What is there to mold to this niche, and what will the niche and the civilization be like? There are two things to be learned: the potentialities of the child and the trend of civilization.

The child must be studied in two fields. One of these fields is the present and directly observable. Before us sings, laughs, cries, works, plays, and sleeps the living, active child. The teacher may study him at odd times, and without going out of her way; while teaching him and while amusing herself with him. In the classroom, in the playground, and in the homes she visits he exhibits himself freely, and the more fully as he feels the warmth of her divining sympathy. In the friendliest intercourse, however, the teacher, studying the child to learn to lead him, must look for hidden motives and unexpressed desires, and must make mental and sometimes written record of the more important phenomena of conduct.

But the historic child must be studied, too, before the present child can be well understood in his aspirations, temptations, powers, limitations, variations, consistencies, and inconsistencies. The child we teach feels with all that has been felt before him; sees with all that has been seen before him; loves and hates with the emotional nature that has come down to him from his ancestors; "takes to books" because he inherits strongly from a grandfather who studied much; turns a tool with precocious skill because his forefathers were artist artisans; is a little Beethoven because his mother listened to the music of the spheres and longed in vain for some means of echoing it to those she loved. History and biography must be looked at, not through chronologies, but through humanity's discoveries and inventions, to find the soul that gave them birth and the law that developed the soul—to find evolution. Especially must the history of school craft be studied. In the history of education we re-read most that is worth while in general history, and read it with our finger on the pulse of human hope and striving, and with our face turned toward the future of humanity and our pupils.

But the history of education includes the improved methods of the present day. These must receive attention, and here perplexity is likely to be greatest, until, as a ripe student of educational history, you are able to classify the innovations and innovators that press upon you with clamor of living voices. Each specialist in turn will tell you, "You cannot fully understand or appreciate my system until you have taught by it." But you cannot teach by all of them and there is danger in adopting any—danger that you will leave out much that is good and partially debar yourself from the study, in practice, of correlation. Learn what you can by observation and intelligent hearsay of all special systems for doing any of your own work, and measure them all by their relation to the general teaching. Are they tributaries to the one great stream, or do they take their subjects off into isolated territory? A drawing system that teaches nothing but drawing is not a good one.

Meanwhile, that other great branch of study, civilization, the child's living, changing environment, to which, as it will be some years hence, he should find himself adapted by his education, is, like the child himself, before the teacher wherever she goes. She studies it in the newspaper, in the novel, in the play, in the store and street, in the popular ideals of art, education, religion, and government, in the great political movements, in the Bible, the dictionary, the fashion magazine, the cook book, the tomes of history. She is not living when not prosecuting this study.

"Oh, then it is only to keep intelligent about things in general," exclaims the relieved young teacher. Yes, but this means much. It means that you are to see the rationale of all things and their relatedness. You are to see how they came out of the past and what they are working together for in the future. The key to this unified view of progress is evolution. If you have not an intuitive knowledge of general causal relations, it will take you long to get it; but you must acquire an abiding sense of the beginninglessness and endlessness of change, with the ever-present and determining cause and the inevitable and predetermined result, before you can become an intelligent student of education. Laws and processes in the general onward movement of the universe are the same with laws and processes in education. Look for the law in every process. Study evolution.

What, then, is the teacher to keep before her?

1. The living child, sympathetically interpreted.
2. The race child, to be studied in the history of science, art, and literature.
3. Historic and present methods of education.
4. The trend of civilization.

No teacher can fit herself to perform her daily work and neglect any of these. No teacher, therefore, can afford to give the lion's share of her time to any one of the themes that successively seize upon the educational world with such unresisted force that one would think ideas were scarce and principles were new.

HISTORICAL READING LESSONS FOR PRIMARY PUPILS.

BY JESSIE A. MACMILLAN.

STORY OF PAUL REVERE.

MANY years ago our grandfathers lived in the east.

They lived near Boston.

England is afar off.

It is over the ocean.

The king ruled in England.

He wanted the people in America to do what he said.

They did not like this.

They wanted a president.

The king sent his soldiers to make them pay him money.



BIRTHPLACE OF PAUL REVERE.

Our grandfathers took their guns.

Some took their swords.

They cut up spoons and kettles.

They made bullets.

They had war.

It was spring.

Most of our grandfathers were farmers.

The English soldiers were in Boston.

They wore red coats.

The farmers called them "Red coats."

The farmers put their bullets and powder in a small town near Boston.

This town was Concord.

The English found this out.

The soldiers planned to go in the night when the people were asleep and take the bullets and powder.

Some of the farmers found out what the English wanted to do.

They said they would tell the rest.

Then they would be ready to fight.

There was a church in Boston.

It was the old North church.

This church had a high tower.

The bell hung in the tower.

Where the bell hung the tower was open.

Paul Revere knew what the English were going to do.

He knew they could go to Concord two ways.

They could march by land.

They could go across the Charles in boats.

Paul Revere said to his friend, "If the English go by land, hang one lantern in the North church tower.

"If the English go by boat, hang two lanterns in the tower.

"I will watch.

"When I see the light I will ride fast and tell the farmers."

It was night.

The friend saw the soldiers march to the boats.

He climbed up the tower.

He hung up two lanterns.

Paul Revere stood by his horse.

He looked at the tower.

He saw one light.

Then he saw two lights.



BURIAL PLACE OF PAUL REVERE.

He jumped on his horse.

He rode faster and faster.

He waked the farmers on the way.

He told them to go to Concord.

They took their guns and went to Concord.

They met the English.

They had a big fight.

The English marched back to Boston.

All the way the farmers shot at them from behind houses and fences.



CONCORD BRIDGE.

They had many more battles.

At last the English were beaten.

They went back to England in their boats.

Our grandfathers were free.

In a few years they chose a president.

The first president was George Washington.

Our president now is William McKinley.

THE BERMUDA EASTER LILY.

BY CLARENCE MOORES WEED.

THE Bermuda Islands have become famous for their production of Easter lilies. Every spring thousands of boxes of the opening buds are shipped to New York, and every fall hundreds of thousands of bulbs are sent to supply the greenhouses for the winter season. The lily and the onion are two of the chief resources of the people of the islands, although during recent years there has been much complaint of low prices, due to overproduction or other causes.

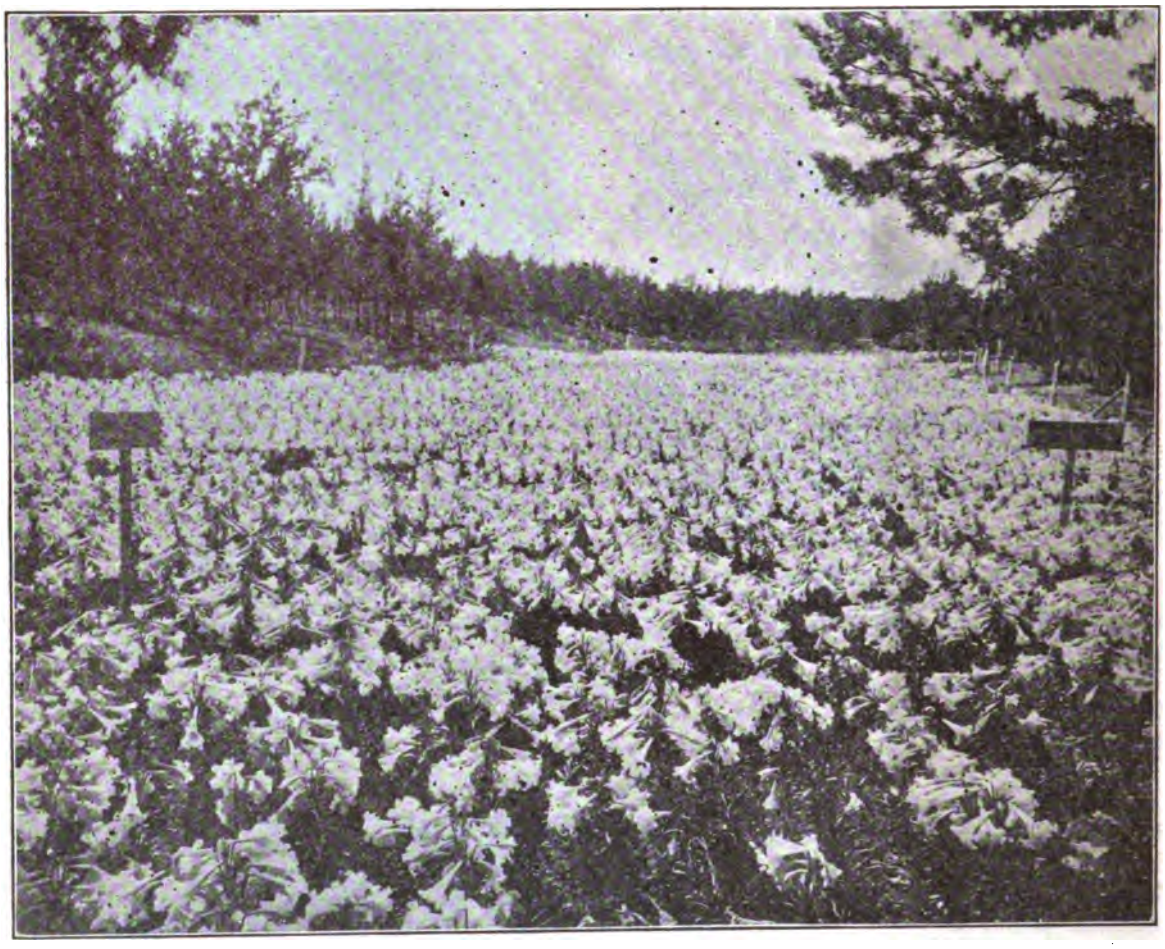


FIG. 1. BERMUDA LILY FIELD.

The bulbs that are to produce flowers are planted late in the fall or early in winter in long rows close together in the field. They grow slowly; in January they are a few inches high. During March they develop more rapidly and by Easter are ready for the admiring eyes of those who love them.

The stalks are cut off with their buds and blossoms, and packed in light wooden boxes. Then they are sent to Hamilton, whence the steamer takes them to New York. The trip occupies about three days. Many of the boxes remain in New York, the others being sent by express to Boston, Philadelphia, and the other large cities.

Nothing can be more beautiful as a landscape than one of these lily fields in bloom, with its background of dark cedar trees. Fig. 1 will help to a conception of it. And nothing in the world of plants appeals to the soul with more potency than such a mass of these flowers on a stem as is shown in the plate herewith. He who can look upon such a piece of glory without a thrill of emotion is no lover of the beautiful. I hope that in every school, as in every home where it is possible, the silent ministry of these messengers of peace will be felt at this Easter season. As a people we do not let flowers into our lives to as great an extent as we might, and surely we cannot afford to lose the service of this Easter lily.

The chief lesson to be learned from these flowers is a spiritual one, and I would give it all the emphasis possible. But on their structural side these lilies are of great interest and may be made the theme of interesting nature studies. As I have stated in "Ten New England Blossoms," an interesting comparison may be drawn between this species and the common yellow field or Canada lily of our summer meadows. "The latter is of a bright orange color; its blossoms hang downward; it is fertilized by day-flying bees. The former is pure white; its blossoms are horizontal; the stamens and pistils are so arranged that it must be pollenized by long-tongued moths. Both belong to the same family, but one has catered to day-flying insects, which love bright colors and an abundance of pollen, and the other to night-flying or crepuscular moths. The whiteness of the lily and the odor which it especially emits at nightfall attract to it the long-tongued sphinges, which care for nectar rather than pollen. . . The adaptation of the Bermuda lily for pollenation by these sphinx moths is easily seen. If you remove one side of the white flower cup, you will see that the pistil consists of a long style running the whole length of the flower, with the viscid stigma at

the end. Grouped on the sides are the stamens, which also have long filaments tipped with the antlers at the mouth of the flower. Evidently no ordinary insects can get the nectar at the base of the cup: the sphinx moths are the only ones adapted to derive benefit from such a blossom. But for them the adaptation is perfect. The tongues of the larger species will reach the honey, while their heads come in contact with the antlers and stigmas and perform the pollenizing function." (P. 1113.)

The germination of the pollen tubes may be shown with these lily blossoms, if you have a microscope. Place some of the pollen on a viscid stigma and a few hours later remove it to a slide. Under the microscope you will see the pollen grains in various stages of development.

It is interesting, also, to observe how much sooner a lily blossom fades which has thus had pollen applied to the stigma than one does which receives no pollen. After the fertilization of the ovules the function of the white perianth has been served, and there is no further need for it to exist.

The photographs from which the illustrations were made were taken by a Hamilton photographer.



FIG. 2. PACKING LILIES FOR SHIPMENT.

Teaching pupils to draw their own conclusions properly stands above almost any other consideration.

Study well your standards in judging your pupils' work.

PRIMARY READING.

BY FLORENCE HOLBROOK.

ALTHOUGH the vocabulary of the child is very large when he enters school, he has acquired it slowly at first and with constant repetition. He meets with the same object and phenomena repeatedly, and the recurrence makes them all familiar—they belong to his observation and to his experience—they have become a part of himself.

But in school he is confronted by new and strange conditions, and must get his bearings before he can advance. After the new adjustment, however, he brings his former experience and his knowledge into use. Having learned the symbols, he can move on with his mind intent upon the matter, and not the manner, as, when he walks, he thinks of his destination and not of how to walk.

The more the child vivifies his school work, the more readily does he master it and the more eager his interest.

To make a child a good reader give him matter worthy his mental effort in a manner that appeals to his innate love for the beautiful. Give him thoughts worth remembering in a form that appeals to the activities of his being, and the clear enunciation, the natural manner, the unaffected interest will come as an unfailing sequence.

BY FRANK E. SANFORD.

There is a distinction between learning to read and reading. A child learns to read for the same reason

that an Esquimo boy learns to drive a team of dogs, because he needs to, the kind of civilization that is around him has made it necessary. The end to be gained is skill. The immediate effect of the process on the child's mental growth and happiness is fairly a question. Whether, on the one hand, it is, like learning to eat, healthful and directly beneficial, or, on the other hand, like cutting teeth, a necessary, but more or less serious disturbance to health and happiness, matters not here, that probably depends upon the teacher and the method. But the principal reason, in either case, why a child should learn to read is the ultimate usefulness of the power to read.

Experience seems to show that an average child, at the end of the third year in a good school, is, or should be, able to read with satisfaction almost anything that is within his range of thought. That is, the power to get thought from a printed page has caught up with the power to think; and the art of reading has become so automatic and subconscious, that it no longer interferes seriously with the act of thinking. Assuming, then, that by the end of the third or at most the fourth year in school, the child's reading teeth are all cut, there remain four or five years in the grammar school course, in which reading is primarily and almost purely a process of getting thought.

GUIDO, SHEP, AND TRAY.

BY LILLIAN L. TROTT.

[For Cut-up Cards.]

GUIDO was named for a French artist. He is only a fat pug, but he is the pet of everyone in the house. He cannot bite hard, for his teeth are too small.

He tried to bite Joe once when he had a cold, and his master was trying to pour some cough drops down his throat. But his little teeth only scratched Joe's face. Then he was sorry and licked the scratch with his tongue to cure it.

He doesn't like to eat anything but meat, and cake, and candy. Once when he felt lazy and would not come to his dinner as soon as Joe called him, the other dogs ate the best bits and left the plain food for him. He was angry and tried to bite them. They were ashamed of the little fellow, and walked away, leaving him to eat his potato and bread alone. Then he was ashamed, and hung his head all the rest of the day.

Joe says that Guido knows as much as a boy. Last summer the house caught fire when the family was away. Guido ran to the field and barked till Joe went to the house to see what was the matter.

Shep is black-and-white and shaggy. He drives the cows to pasture in the morning, then comes back for the sheep, which he drives to their pasture on the hills. He stays with them all day, to keep off wild beasts, cross dogs, and thieves. He takes his dinner with him in a basket. At night he brings back both sheep and cows.

One rainy night the cows did not come home at milking time. Joe waited a while longer for Shep and his charge, then went to the cow pasture and drove home the herd.

Long after dark the sheep came trooping into their pen, with Shep at their heels.

"What made you so late?" asked Joe. "Can't you tell the time of night without looking at the sun? Did you go after the cows and find that I had been ahead of you?"

Then Joe went in to count the sheep.

"Shep, Bunch has lost her lamb," he said. Bunch was bleating pitifully. She had wanted to stay behind on the hills, but Shep had driven her home.

"Where is the black lamb?" Joe asked.

Shep dropped his head. He was wet and panting, as if he had worked hard to find Bunch's one black lamb.

"You are tired," Joe said, patting him. "I know you have done your duty. The black lamb is lost and we can't help it. You did right to bring the rest home before I had to go after you. If you had waited later to hunt for it I should have thought you were all lost."

Joe took Shep into the house to supper, but the shepherd dog could not eat. He kept thinking of Bunch's lamb and whining, so Joe opened the door and let him go to the sheep pen, where he always slept with his charge.

About midnight Joe was awakened by Shep's loud bark. He went to the door and peered out into the rain and darkness. There stood Shep with the black lamb in his mouth. It was hardly larger than a rabbit.

Shep went to the sheep pen, tired and happy. Joe carried the wet, limp, cold lamb into the kitchen and built a fire. The little thing seemed dead, but its heart was beating feebly. He wrapped hot cloths around it and poured warm milk down its throat. After a time it opened its eyes and took deep breaths. By daylight it could stagger around the room. Shep frisked around it in joy, and could hardly eat his breakfast, though he must have been hungry.

"It was chilled through," Joe told him. "Where did you find it, Shep? In a puddle of water? Or did it fall down in a crack between two rocks, where its mother couldn't get it out?"

But Shep only wagged his tail and looked wise.

Tray is a black-and-white coach dog. He guards the farmhouse and barn day and night, and sometimes follows the team on short drives. He weighs one hundred and fifty pounds and has an ugly growl, but he is kind to kind people.

His bark is deep and terrible. One night Joe heard that dreadful bark in the barn, where Tray was sleeping. He knew there must be trouble, for Tray was too wise to disturb anyone for nothing. He rushed to the tie-up as quickly as he could and found that one of the cows had broken through the weak floor. Two legs were dangling into the barn cellar, the other two curled up under her, and she was jumping and writhing so fiercely that she would have soon been ruined for life. Joe called another man and they pushed a plank under her and lifted her out. Tray could not do that, but he did what he could.

Children use all parts of speech of their own accord before they are four years of age.

Cultivate individuality in the school as a whole.

Animal Studies.

LESSONS ON ANIMALS.—(XII.)

BY LOUISE J. HEDGE.

(Adapted to children studying the geography of the American continent.)

THE JAGUAR.

THE illustrative material should include charts and pictures of the jaguar, the leopard, the tiger, the lion, the puma, the cat, and any others previously used, that may be useful for comparison.

The teacher hangs up her charts and pictures of the jaguar and adds the others as she needs them. Turning to the children, she asks, "How many of you have ever seen a jaguar? You who have seen one must help us all you can. Do you know where it lives?" One child is ready to say that it is found in South America, and the teacher supplements this by the information that its range is from Mexico to southern Brazil, though it is most frequently found in the forests of the hottest parts of South America.

"How large is it?" "It is not quite so large as a tiger."

"What tame animal does it remind you of?" is the next question. "The cat," is the quick reply.

"Let us study the jaguar and see if this resemblance is important, and if the jaguar is a close connection of the cat. What point shall we take up first?"

"The teeth ought to show us something. In the chart they look very much like the cat's, only the canine teeth are larger for the size of the animal," answers one child, and adds, "It must be a flesh-eater."

"Quite true; and the teeth are more like those of the cat than of the dog. There is a breadth of jaw and a shortness, too, that belong to the cat, and not generally to the dog.

"Is there anything else about the head more like a cat than a dog?" "It has whiskers and its ears are like a cat's, only smaller. Its whole shape is like a cat's, too."

"You cannot tell from the pictures, but the kind of eyes is important to know about. In bright light the pupil is a narrow slit, and in a very dim light, or in what would seem darkness to us, the pupil is large and round. That is because it seeks its prey by night, as a rule. Of what other animal is this true?" "The cat," again is the reply.

"Now for the body. Perhaps you are wondering that I am not calling your attention to the curiously marked coat of the jaguar. I want to keep that until we are nearly through with this animal.

"What can you say of the shape of the body as compared with the cat?" "It is longer and slimmer."

"What of the build of the legs?" "They are stouter, and I am sure much stronger," says one child, and another quickly adds, "That must be because the jaguar is wild and has to catch its prey."

"That is a good thought. Note especially the heaviness of the forelegs. They are perhaps the greatest weapons the jaguar possesses. Its food is sometimes grass-eating animals, such as horses and cattle, though along the Amazon its chief food is the capybara, a large rodent. It leaps upon the back of the animal, if possible, and with one powerful blow breaks its neck, thus killing it at once. Is it not wonderful that the jaguar has come to make use of this sure means of sudden death?

"The search for such prey takes the jaguar out into the grassy plains of the Orinoco, and even to the plains south of the Amazon forests, but its original home is the forest.

"Study of the real animal would enable you to see that the number of toes, the kind of claws, and the foot-pads all are very similar to those of the cat. Tell me how many toes a cat has?" After a moment's thought, some one replies, "five on each fore foot and four on each hind foot."

"What is true of the claws?" "They are sharp, curved, and can be drawn up and back out of the way, or put out at will."

"Just here I must tell you a difference between the jaguar and the cat. A jaguar can and does swim, not showing the dislike for water that a cat does. It is even said to catch and eat fish. It undoubtedly is best suited to a well-watered country, but it can live in a very dry one, as the plains of the Argentine Republic.

"The jaguar is also a fine climber, as some of the cat family are not. This fits in with the fact that it is a forest dweller by nature. I should not like to see one lying along a branch and waving its long tail back and forth, for at times it does attack men. At times, however, on the plains, it has been seen by men, paralyzed by its fear of them so that it could not move.

"Now you may tell me about the coat of the jaguar." "The hair is mostly short and there are black spots all over it." "Some one who has seen a live one may tell what color the coat is." "It is light brown with black spots, and the under side is white."

"We call that 'light brown' color tawny, and if you look at the spots on the back you will see several black ones grouped like a rosette around a centre darker than the general coat, but not black. This is rather peculiar to the jaguar.

"Tell me of some other wild animal that you think belongs to the cat family." "I am sure the tiger is one."

"You are right. Tell me how a tiger differs from a jaguar." "It is larger than a jaguar and is striped with black."

"Who knows where it is found?" India, the children think from the stories they have read. The teacher speaks of its being found elsewhere in Asia.

"What other member of the family can you mention?" "Is the lion one?" asks some child.

"Yes," replies his teacher. "What can you tell me about it?" "It is about as large as a tiger, but it is of a plain color. I should think it might be called tawny color." Someone else mentions the mane and tufted tail, and the teacher tells them that only the male lion has the mane and tufted tail, as he is the one that does the most fighting, a lioness usually fight-

ing only to defend her cubs. She has to conceal these cubs from the lion lest he should eat them. The cubs are striped with brown, and this coloring does not disappear until they are full grown. A tiger's cubs are colored like the parents from the first. The lion is found in Africa as well as Asia.

With considerable help from the teacher, facts about the leopard or panther and puma are also brought out. The leopard is found in Asia and Africa. It is much smaller than the jaguar, barely half as long, in fact. It is spotted, but the spots, where most distinct, are rather unlike the jaguar's, being more like broken rings. The puma, in size midway between the leopard and jaguar, is of a uniform tawny color. It is found in various parts of America and is known also as the cougar.

"There is something very interesting about the coloring of some of these animals in relation to the kind of places they live in," the teacher proceeds. "Take, for instance, the tiger. It likes best to live in swampy ground overgrown with reeds,—a cane jungle, so called,—and its stripes blend so perfectly in the bright sunshine with the broad yellow blades of the reeds and the black shadows between that the animal can scarcely be discovered by either enemy or prey.

"It is interesting to note, too, in this connection that climbing is not one of the tiger's traits, its life does not develop that habit.

"Do not suppose a tiger can live only in cane jungles, for it can live in other places, but it is clear that its coat is fitted to a life in such a cane jungle.

"A lion, too, lives in different kinds of land, but chiefly about the deserts or other barren country, where its tawny color blends with the dull yellow of the sand. But lion cubs are striped! These stripes do not disappear until a lion is full grown. The wise men have made up their minds for this reason that the lion is descended from a striped animal, much like the tiger doubtless, but that its coat has gradually, after long, long ages, come to have the protecting tawny color to suit its desert home.

"In the parks, I think you may have seen animals of a light brown color, but with young ones spotted, instead of striped. Can you remember any such case?"

"You must mean the deer and its fawns, I think," replies one child. "Yes, that is it. It would be interesting some time for you to think out what this may mean, but now we will keep to our group of cats.

"The jaguar shows another form of 'protective' coloring, as it is called. Recall its spotted coat. Think of its home and tell me what in the forest will blend with that coat. This proves too hard for all the children, so the teacher explains how, among the flickering broken shadows from the leaves, the spotted jaguar is well-nigh concealed.

"We should not find so clear a case with the leopard, for it lives in such varied places, but at least you can tell me what sort of places would protect a leopard most from sight." "Forests," say the children.

"Yes, or any other leafy shelter. A rocky hillside covered with scrub, with lurking places among the rocks, seems its favorite haunt.

"The puma lives in so many places that we will not try to prove any protection for it by its coloring. However, its cubs are spotted. From what kind of animal may it have come, then?" "From a spotted animal."

"In any other lesson, have we talked about any animal with a coat the color of which protected it?" After some thought, one of the children recalls with great delight the case of the polar bear. The teacher mentions animals that have brown coats in summer and white in winter, such as the mink.

"All these members of the cat family are most active at night, catching their prey usually at that time. All of them are fierce and stealthy, and when attacked or when maddened by hunger have attacked and slain men. The lions and tigers have, I presume, the blackest record in this respect. Altogether, they make a very ferocious group.

"We have not mentioned all the members of the family, but they all have the family traits to some degree, even our own pet cat, so gentle when contented, is very ready to scratch and bite if angry."

The lesson closes with the usual review and blackboard summary.

Lesson on Training of Senses.

BY MELL FORSYTHE.

A lesson to train the hearing was given by using a tin cylinder, contributed by one of our little lads, and a stick, also from our collection of cylinders.

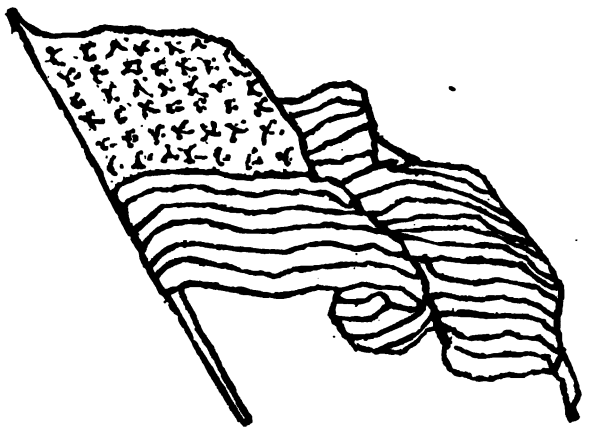
Children rest elbows on desks, covering eyes with hands, listen! Two taps, one tap, three taps. Who will repeat number of taps in the order given? This was followed out in a number of ways until the class could follow quite accurately. Then varied by using the can and call bell. Then add another sound. Great interest was manifest. Even the most inaccurate boy in the class gave some answers exactly right. —Midland Schools.

Seat Work for May.

1. Model and draw a horse's hoof.
2. Model and draw a cow's hoof.
3. Model and draw a cow's horn.
4. Draw and paint bunch of lilac blossoms.
5. Model, draw, sew various kinds of fishes.
6. Press, draw, sew ferns.
7. Draw morning glory.
8. Paint, model, sew a frog.
9. Draw fishing hook.
10. Draw, model, sew straw hat.
11. Model, draw, sew turtle.
12. Draw bees.
13. Draw and sew beehive and bees.
14. Model and draw cocoons.
15. Model, draw, and sew butterflies.
16. Draw and paint mayflowers.
17. Draw bean taken from soil after it has "sprouted."
18. Draw bean after it is out of the ground two days.
19. Same after six days.

Even with young children leave something for them to imagine for themselves. Do not tell it all.

MEMORIAL DAY.



MEMORIAL DAY.

ARRANGED BY CONTENT PACKARD.

DECORATE with flags and flowers. A large flag should be draped about the teacher's desk. Borrow portraits of Lincoln, Grant, Sherman, Sheridan, etc., and place them about the room. Each child should have a bouquet, wreath, or flag as an offering.

Song (school). Tune: "Maryland, My Maryland."—

Oh, what's the dearest day in May?
Memorial Day! Memorial Day!
When fields with blossoms fair are gay,
Memorial Day! Memorial Day!
'Tis then on each loved grave we lay,—
On grave of blue and grave of gray,—
Our tribute, laurel leaf and bay.
Memorial Day! Memorial Day!

Recitation: "Bring Flowers."—

Bring flowers, bring flowers, the sweetest, the best,
To garland the beds where our brave are at rest.
Bring pansies for thoughts, unforgotten are they;
Bring laurel for glory they won in the fray;
Bring lilacs for youth—many fell ere their prime;
Bring oak wreaths for Liberty, goddess sublime;
Bring chrysanthemums white for the truth they implore;
Bring lilies for peace—they battle no more;
Bring violets, myrtles, and roses for love;
Bring snowballs for thoughts of the heaven above;
Bring hawthorn for hope which surmounts earthly strife;
Bring amaranth blossoms for immortal life.
Bring flowers, bring flowers, the sweetest, the best,
To garland the beds where our brave are at rest.

—Youth's Companion.

Song (School). Tune: "John Brown's Body."—

The voices of the people all unite as one to-day,
In calling on our loyal hearts this thirtieth of May,
To gather all together with our flowers and garlands gay,
And deck the soldiers' graves.

Chorus.

Glory, glory! Hallelujah—
Glory, glory! Hallelujah,
Glory, glory! Hallelujah,
Their souls are marching on.

All honor to our boys in blue and boys in sober gray,
They all alike are, one and all, the heroes of to-day;
We'll scatter flowers above them as they sleep the years away,
As time goes rolling on.

Cho.—Glory, glory! Hallelujah.

—Selected.

[Exercise for very little ones.]

1. What can the little children do,
When Decoration Day is here,
To show their love for soldiers brave,
Who, fighting for their country, gave
The life that was to them so dear?

2. We'll bring the lovely flowers of spring,
That in the fields and gardens grow,
And on the soldiers' graves to-day
Our garlands we will gladly lay,
Our loving thoughts of them to show.

3. We'll raise aloft the "stars and stripes"
On this Memorial Day, to show
We honor those who for it bled.
Some now are living, many dead,
For this was many years ago.

4. We'll sing our patriotic songs;
We'll truly sing with heart and voice,
And to our country we'll be true,
And honor our "red, white, and blue,"
And in our freedom we'll rejoice.

THE OFFERING.

[A large table, or altar, for the offering should be arranged before the exercise in a conspicuous place. This should be draped with flags and lettered in evergreens "Our Honored Dead."]

Two boys march forward with a large flag, and, standing behind the table, raise the flag in position. As it is raised the school rise and sing:—

Three cheers for the red, white, and blue!
Three cheers for the red, white, and blue!
The army and navy forever,
Three cheers for the red, white, and blue.

[As the words "three cheers" are sung, each child waves a white handkerchief, brought for the occasion.]

Six pupils, each carrying a handome bouquet or wreath, advance to the table, singing the following to tune "Old Folks at Home":—

Come with the fragrant, blooming flower,
Rev'rently tread;
For joys and privileges now ours
Cheerfully fought these dead.
They should be honored by their nation;
Brave work they've done;
They passed through peril and privation,
Thus for us peace they won.

After singing, each repeats a stanza as he deposits his flowers:—

1. All Fora's bowers
Are filled with flowers,
The gift of sweet, sweet spring.
And roses rare,
And lilies fair,
The children dear will bring.

With violets bright,
And daisies white,
In lovely, sunny May,
To strew above
The ones we love
On Decoration Day. [Places bouquet.]

2. "To us is given this duty
To remember the dead brave,
And to crown with fairest flowers
Every noble soldier's grave."
[Places bouquet.]

3. "Violet, lily, and rose
Mingle with cypress and bay,
Scatter them over the blue,
Scatter them over the gray."
[Places wreath.]

4. "I have only these field flowers,
Daisies, buttercups, and grasses,
Children of the sun and showers,
Kissed by every wind that passes.
Glad are they to fade and die
On the turf where brave men lie.
Glad to droop and fade away
On this sweet Memorial Day."
[Places bouquet of field flowers]

5. "Pansies to the graves are brought?
Yes, for each bears a loving thought
For a soldier, nation's pride,
Who for his country bravely died.
[Places pansies.]

6. "I bring a wreath of oak leaves. They
Say, 'Thou art honored above all.'
O'er our noblest and our best,
Oaken leaves shall lightly rest."
[Places large wreath oak leaves.]

All.—"Better than laurels,
Sweeter than roses,
Whiter than lilies,
Purer than dew,
Are the pledges of forgiveness,
The hands clasped in friendship,
The peace and the prayers,
O'er the Gray and the Blue."

After these children are seated, two of the older pupils advance to the offering table. As soon as they reach the table, where they stand to re-arrange the flowers, a signal is given on the piano, and the school file by and place their offering, singing as they go:—

TRIBUTE TO THE BRAVE.

[Tune: "Tramp, Tramp, Tramp."]

To the soldiers dear who fought for the red and white and blue,
We would now a grateful, loving tribute pay;
We would wreathe the lonely mounds, where they rest, the brave and true,
As we come with gifts of love and flowers to-day.

Chorus.—Grandly they fought and bled for freedom,
Died our country dear to save;
And we'll send our love to-day by sweet messengers, the flowers,
As we crown with wreaths each loyal soldier's grave. —Selected.

After the school is seated, the two pupils, who have arranged the flowers as well as may be, say slowly and reverently,—

Listen, flowers, while we tell to you
The words we'd have to say
To the soldiers who are lying
'Neath the bright green grass to-day;
We would have you softly whisper
While upon their graves you stay,
"We bring the children's love."

So we'll leave you, lovely flowers,
With these words of love to take
To the men who in the battle
Gladly died for Freedom's sake,
While this one day in the year their
Graves more beautiful you make,
"We bring the children's love."

Arrangements should have been made for the conveyance of these flowers to the cemetery for use of the G. A. R. if the children do not carry them. If they do carry them, let them repeat the following as soon as they are ready to file from the room:—

So reverently we'll all march on,
And each succeeding May
We'll deck these low and grassy mounds
Where heroes calmly lay.

Memorial Day.

BY GRACE F. PENNYPACKER.

[The following lines are to be recited by eleven boys. Each boy should wear a red or blue sash, fastened on shoulder and hip; each should hold in his left hand the American flag, and bear on his right arm a white shield, with the letter of his verse emblazoned upon it in colors to match his sash. Beginning at the right, each boy recites his two lines, bringing his shield forward as he does so, so that the letter lies upon his chest. When the recitation is finished, all join hands in a circle, marching and countermarching, keeping their shields toward the audience. Then, "stacking" their flags by threes, with two crossed in the centre of the stage, all sing in chorus "America."]

M for memories that a nation
By the soldier's grave recalls.
E denotes emancipation,
Slavery, crushed forever, falls!

M for martyrs, friends or foemen,
Who for their convictions died.
O is for the happy omen
That the war clouds failed to hide.

R our united nation,
Purified by war's hot blast.
I is for the inspiration
In the memories of the Past!

A America denotes,—
Our loved home, peace gently rules.
L is for the land where floats
Freedom's flag o'er freedom's schools.

D is for the sacred duty
Each to his dear country owes.
A, the arch of rainbow beauty,
Hope across the future throws.

Y is for our glorious youth;
Let it be our living pride
Still to champion right and truth
Worthily as those who died!

Come forth, come forth,
From the South and the North;
Bring woodbine and pansies and the pinks with you,
Bring roses the rarest,
Bring lilies the fairest,
And these on the graves of the soldiers we'll strew.

At every turn the maples burn,
The quail is whistling free,
The partridge whirs and the frosted burrs
Are dropping for you and me.
—Stedman.

Busy Work with the Nine Digits.

BY HELEN DEANE.

Add them; multiply them; find the product of the odd numbers; find the product of the even numbers.

Divide the product of all the numbers by their sum; divide the product of all by the sum of the odd numbers; by the even numbers.

Double each and find the sum.

Find the sum of half of each number.

Take each number from one hundred and add the remainders.

Find the least common multiple of the nine digits.

Place the numbers in fractional form ($\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$, $\frac{5}{6}$) and find the sum; find the product; divide the product by the sum; double each fraction and find the sum; take the half of each fraction and find the sum.

Take each fraction from one and add the remainders.

Reduce each to the form of a decimal fraction.

Add these decimals found.

Multiply the decimals.

Divide the product by the sum.

Suggestions in Sense Training.

Cocoanut. Procure a cocoanut from the store. Let the children look at and handle it; question to bring out opinions concerning size, shape, color, and surface. The nut should be one which still has its outer husk. Help the children to pull off the outer rind; pull apart the matted threads of the inner husk. Show the nature of the threads. Note the nut surface. See if uniform. When children have found scars, test each one with knife; show the soft one.

Pour out milk into a glass. Let children taste and compare with other liquids which they know by taste.

Break shell with hammer; let children see how the kernel is fixed on the inside of the shell. Compare with all other kernels known. Let each child eat a piece and compare taste with that of other kernels.

Show picture of the palm with nuts growing, and tell a little story of life in a palm country. Relate an incident about monkeys who use cocoanuts for balls to play with, and as missiles to injure enemies. Have the whole reproduced in short sentences for reading and language. Have the nut and its parts drawn in colored chalk or painted in water colors.—Western Teacher.

Language.

When a child can write easily he likes to write.

The aim to have the child make perfectly formed letters by drawing the lines in the letters, makes it practically impossible for them to enjoy writing.

Never teach penmanship or criticise penmanship in connection with early composition writing. A child's attention must be upon his thought rather than upon his pen.

The correct formation of the letters must be established by his penmanship lessons.

There must be much and frequent writing before it will be enjoyable.

Written language work in every half day soon makes it almost as natural to write as think.

Mistaken Ideas of Thoroughness.

[From Superintendent Seaver's Address to the Boston Teachers]

Oh, the waste of time that has come from mistaken ideas of thoroughness! The common notion that no degree of thoroughness is too great to be worth the time and effort required to attain it is a great mistake. There is often serious waste of energy caused by working too long for mere perfection of details. An eminent teacher and writer on pedagogy told me a bit of his experience which well illustrates this point. He was a boy taking lessons on the violin from a celebrated teacher. At the end of one of his early lessons, he was much dissatisfied with his performance. He asked his teacher to be permitted to take the same exercise again for the next lesson, so that he might learn it more thoroughly; but the teacher refused, and gave a harder exercise for the next time. Again the pupil's performance was not satisfactory to himself, and again he asked permission to review. But no, the teacher assigned a still harder exercise for the next lesson. Finally, after a course of these exercises, growing steadily harder and harder for each lesson, the pupil came back to the earlier exercises, which meanwhile he had not been permitted to review, and performed them with the greatest ease. Then he perceived that reviews of those early exercises would have been a waste of time.

Have you not met with illustrations of this same point in your own experience? For example, if the child in a primary school is required to write the letter i repeatedly until he has filled a whole page, are not the last letters written rather worse than the first ones? Or if, in a grammar school, the pupil is required to write a whole page from the same copy in his copy-book, are not the last lines less carefully done than the first ones? And is it not a mistaken idea of thoroughness that suggests such requirements?

Dog Shaggy.

A STORY FOR FIRST READER GRADE.

A little girl had a dog of which she was very fond. She called him Shaggy. She gave him that name because he had a rough, shaggy coat.

At a look or a word from his mistress, he ran to do her bidding. He had never to be told a second time.

He was a very good dog, and she taught him how to do a great many tricks. Let me tell you of one of them.

This is the way she talked to Shaggy when she had a bit of bread or bun to give him:—

"Now, sir, stand and look at me,
Till I call out, 'One, two, three!'

"If you want this bit of bun,
Do not move when I say One!'

"Then, again, it will not do
To jump for it when I say 'Two!'

"Now, stand quite still and look at me:
Good dog! good dog! One, two, three!"

Shaggy never moved till he heard his mistress say the word "Three!" then up he jumped, and got the bun from the little girl's hand. He was a good dog.

Little boys and girls may learn from Shaggy to wait, as he did, till things are given them.—A Supplementary First Grade Reader, American Book Co.

Morning Talks.—(II.)

APRIL.

[Underlying thought: sunshine and shadow (laughing and crying.)]

[From outline prepared by Dr. Jenny Merrill, Supervisor of Kindergartens, New York City.]

WAKEN, sleeping butterflies,
Burst your narrow prison;
Spread your golden wings and rise,
Flowers, too, have risen.

Topics.—April showers; rain; sunshine; shadows on the wall, on the floor, on the sidewalk; sunshine and shadow in our faces; clouds; thunder; rainbows; buds; early flowers; birds; nests; bird songs; baby birds; worms; caterpillars; cocoons; butterflies.

HOW TO TEACH PRIMARY COLOR.

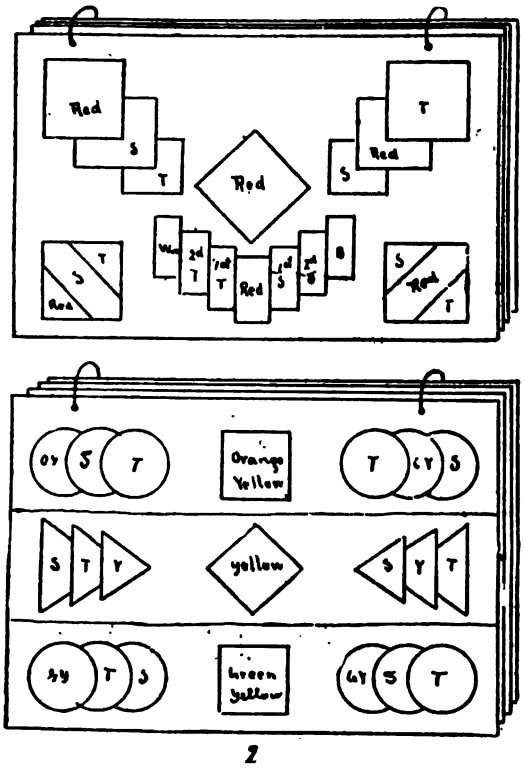
BY D. R. AUGSBURG,
Author of "Drawing Simplified."

DIVIDE the color period into three parts, of five months each, beginning with the chart class.

First Five Months.—Teach the colors red, yellow, and blue, together with their tints and shades. That is, divide the color kingdom of the child into three parts. Do not make any hard and fast lines, but place those colors in which red predominates among the reds, and those colors in which yellow predominates among the yellows, and those colors in which blue predominates among the blues.

Second Five Months.—Teach the colors orange, green, violet, and purple, together with their tints and shades. This will divide the color kingdom of the child into seven parts.

Third Five Months.—Subdivide the color kingdom



2

of the child into violet red, red, and orange red; red orange, orange, and yellow orange; orange yellow, yellow, and green yellow; yellow green, green, and blue green; green blue, blue, and violet blue. Teach the normal gray, and colored grays; warm and cold colors; opaque and transparent colors.

The Color Chart.—The color chart is the standard of color,—the foot-rule by which color is measured.

The color chart for the first five months consists of three cards 22x28 inches, on which are arranged the tints and shades of the colors belonging to that period.

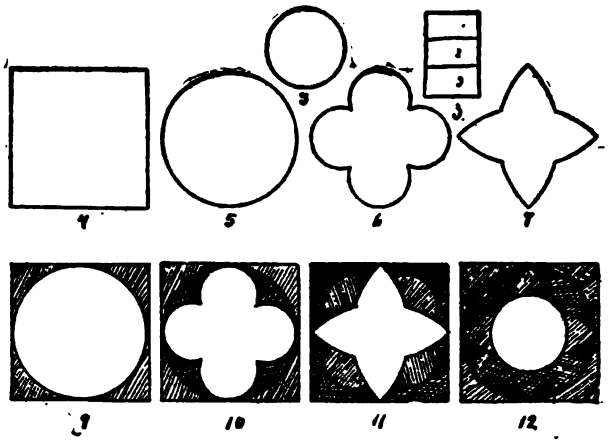


Fig. 1 is the chart with the color red arranged on it. In the centre is a square of the color, and in each corner are pleasing combinations of the color with a tint and shade. T stands for tint and S for shade. Below the square diamond is a scale of red ranging from white on the left, to red in the centre, to black on the right.

The color chart of the second five months is the same in arrangement, but the colors, of course, are different.

The color chart of the third five months is arranged so as to take three colors on each card, as in Fig. 2. The color is placed in the centre and a pleasing combination at the right and left composed of the color, tint, and shade.

The colored paper can be procured of any firm dealing in school supplies, and the chart can be made by the teacher.

Colored material consists of worsteds, tissue papers, bits of ribbons,—in fact, everything possessing a simple color is good for this purpose.

Ask the pupils to help make a collection.

Have as many boxes as you have colors. Place one color together with its tints and shades in each box.

Comparatively few colors will be found to match exactly the colors on the chart. Do not reject these colors, but place them in the box of the color they approach nearest.

To teach a lesson on color, distribute the colored material among the pupils, and let them judge the color and by comparison with the color chart verify their judgment. Color can be taught only by comparison.

Water colors are for work in color. The work may be divided as follows:—

(1) Washes.
(2) Coloring simple designs.
(3) Coloring familiar forms.
(4) Painting from the object.

Washes.—The materials for washes are a box of

water colors with brushes, a small butter dish to mix the color in, and a larger dish to hold water. Any kind of drawing paper will answer to paint on.

(1) Divide the paper into three parts.

(2) Place, by means of the brush, a little water in the butter dish.

(3) With the brush wash a little of the color from one of the color cakes and with it color the water. Use the color sparingly.

(4) Take the drawing tablet in the left hand and incline it at an angle of thirty degrees or more, and with the right hand, beginning at the top, place a wash over the whole sheet. Always carry a full brush, that is, a brush saturated with the color.

(5) After this wash is dry add a little more color to the wash in the butter dish, and place another wash over parts 2 and 3. After this is dry add more color to the wash and go over part 3.

Coloring Simple Designs.—Cut from cardboard, or similar material, designs similar to Figs. 4, 5, 6, 7, and 8, each, excepting Fig. 8, 4x4 inches.

Any of these designs laid on the drawing tablet and marked out will be a design for one wash.



Figs. 4 and 5 united give Fig. 9, a design for two washes.

Unite Figs. 4, 5, and 6, and they give Fig. 10, a design for three washes.

Unite Figs. 4, 6, and 7, and they give Fig 11, a design for three washes.

Unite Figs. 4, 5, 6, 7, and 8, and they make Fig. 12, a design for four or five washes.

Any number of designs may be made from these five pieces of cardboard by combining them.

Coloring Familiar Forms.—Cut out of cardboard objects having a definite color, such as a pumpkin, lemon, tree, etc. Such forms as Figs. 13-21. Lay these forms on the drawing tablet and mark them out. Color them with a wash as near the original color as possible. Thus Fig. 13 will be colored with a green wash; Fig. 14 with a red, light green, or yellow wash; Fig. 15 with a yellow wash; Fig. 16 with a red wash to represent a red squirrel, or with a gray wash to represent a gray squirrel; Fig. 17 with a wash of black or brown; Fig. 18 with a yellow wash to represent a yellow bird, or a blue wash to represent a bluebird; Fig 19, yellow or red or green to represent an autumn or green leaf; Fig. 20 with a blue wash, and Fig. 21 a red wash. The result of this will surprise you. All of the objects may and should be shaded with the lead pencil. The gray of the lead harmonizes with all colors.

Painting from the Objects.—Place almost any object of simple color, such as a lemon, dandelion, yellow or red apple, yellow pear, a red, blue, or yellow flower, leaves and similar objects, and let the pupils paint them in their own way. Do not hamper the little ones with instructions and "must nots," but let them paint as it appears to their eyes.

Flowers on Trees.

Do you like to gather flowers?

"Oh, yes, indeed!" you say.

Where do you look for them?

"In the woods—all around on the ground," you answer.

Did you know there were flowers over your head as well as at your feet?

As spring comes on, look up as well as down. See how many kinds of flowers you can find upon trees. Did you know that trees had flowers?

"Oh, yes," you say, "peach trees, apple trees, pear trees, and all fruit trees have beautiful flowers upon them."

That is very true; but much more is true. Look at the beautiful flowers on the poplar, catalpa, and other trees.

Have you not seen those long, woolly flowers that look like caterpillars? They come from a kind of poplar tree.

Begin to watch the maple trees very early. If you do not, their flowers will come and go and you will not see them.

One kind of maple has little clusters of tiny red flowers. Another has beautiful green flowers upon it.

You love walnuts and hickory nuts, I am sure. Did you know there must have been a flower for every one of them?

Indeed, walnuts and hickory have two different kinds of flowers upon them. There could be no nuts without them both.

The same thing is true of the chestnut, the beech, and the oak trees. Not one of them that does not have flowers of its own. Perhaps they are not beautiful. You may not even have seen them.

Perhaps you have not thought of their being there. But each spring these tiny flowers come and do their work and go away. In the fall you will enjoy the nuts they have helped to make.

Will you not begin to watch the trees very soon? Look at the different kinds of buds. See what comes out of each. See if you can find any tree that does not have some kind of a blossom.—School and Home.

Eternal vigilance is the price of good order.

Do not gossip, especially about other teachers.

Famous Children.

FAMOUS CHILDREN.—(VII.)

BY PAMELA MC ARTHUR COLE

LAURA BRIDGMAN.

IN October, 1837, more than sixty years ago, a little girl was brought from Hanover, N. H., to a school in Boston. Her name was Laura Bridgman. She was then eight years old, and from the age of two, she had never been able to see, to hear, or to speak.

She could have but little teaching; there were no schools where such a child could go, and there were few persons who would understand teaching her. She could find her way about the house, and she learned to do some work, such as other persons did. She could knit and sew a little. The only way to tell her to go to a place was to push her gently along; when her friends wanted her to "come" they would draw her towards them. When they were pleased with what she did they would pat her softly on the head, when she had not done as they wished they showed their disapproval by patting her back. All these things she understood, but she was growing old enough to study and learn a great many other things.

Dr. Howe, who taught a school for the blind in Boston, heard of Laura and went to Hanover to see her. Her parents, soon after, brought her to his school and left her there. Her careful teacher waited a little while till she began to feel at home, and then began the work of teaching her.

One of the first things she learned was to read the raised letters which were used by the blind. She had a fork put in her hand with a label in raised letters; then several other small articles, and soon she had the letters separate, and learned to put them together so as to spell the word and put each word with the thing it belonged with. She never forgot these first lessons and long after when she was describing her schooling, she said: "Doctor taught Laura with fork."

In about three months after she had come to school, she had learned to talk on her fingers as deaf persons were then taught,—"The manual alphabet," as the signs were called. Think what it was to her, the poor little girl who had never before known such a pleasure! It was like going into a new world. Dr. Howe was her teacher always, but there was another, a lady, who gave Laura all her care and attention.

Laura learned all the things that children who could talk had to study. She learned geography, and she would apply it by "bounding" the house where she lived, and the different rooms in it.

A great many things that most children never remember being taught had to be told to Laura. It was not always easy for her to understand the different words we use for one thing or for more than one. If she spelt the plural of arm arms, why should she not spell the plural of other words with an s?

She tried to be very careful in using the words correctly. One of the children at school had the mumps; Laura heard about the sickness and soon afterward had it herself, but the swelling in her face was only on one side; so when some one spoke of her having the mumps she said, "No, I have mump."

Laura, like many other people, was fond of talking, and soon taught her finger language to a stranger child. She would talk to herself sometimes in the same manner, and once when she had been naughty and her teacher had left her to sit by herself and think the matter over, she was seen to talk on her fingers, telling what she thought of herself,—how sorry she was that she had grieved her kind friends.

The lady who taught Laura kept a record of her teaching and a careful account of all that her pupil said and did. Every year Dr. Howe published a report of her progress when he gave a report of the school. In this country and in Europe, many persons were looking with great interest at this little girl and her studies, for Dr. Howe was the first person who had succeeded in teaching a person who had lost these senses.

She was a happy child. Her teachers said that she always went about with a smile, she was always busy. "Her life," said one, "is a daily hymn of gratitude."

She went home sometimes for visits, but most of her life was spent at the school where she had learned so much, and where there were so many friends who could "talk" with her.

It was a wonderful thing then, that Dr. Howe could have educated Laura Bridgman, but of late years, deaf children have been taught to speak. The reason they do not usually speak is because they are unable to hear. Those who are able to see can tell by looking at the speaker what is said, and can answer. This is called "visible speech."

But another child who has been educated at the school for the blind in Boston is, like Laura Bridgman, blind, deaf, and dumb. Helen Keller is to-day more forward in her studies than many girls of her age (seventeen) who have all their faculties. She has studied several languages, and she can talk with ease. Unable to see the speaker, she feels the motion of their lips, and her delicate touch is so well trained that her fingers seem almost as useful as eyes.

There were many tearful eyes in the audience when, not long ago, at an examination, this blind girl repeated distinctly and gracefully Longfellow's "Psalm of Life." Within the memory of some persons who listened to her, it might have been thought that a child suffering such deprivations was doomed to a life of ignorance.

Tiny Lessons for Tiny People.

BY A. Y. W.

Fill in the following blanks:—

One pleasant ——, two little girls, Julia and Inez, started for a walk. They had not gone far, when Inez said to Julia, "I see two pretty —— up in the tree. What kind do you suppose they are?" "They look like doves," replied ——. "I wish we could get them." "O, no," said Inez, "it would be —— to take them even if we could —— them. Their —— is out here in the —— and they would be unhappy elsewhere." So they finished their pleasant —— and came —— happy.

Drop-Letter Puzzles.

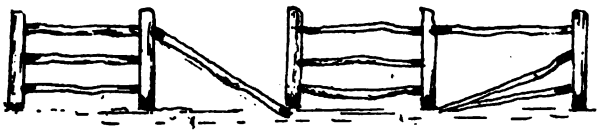
CLOTHES A LITTLE GIRL WEARS.

1. D-e-s.	3. -h-.	5. -a-.
2. -p-o-.	4. s-o-k-n-s.	6. c-o-k.

Primary Number Work.

BY KATHRYN LIVINGSTON.

How many rails in this fence?



How many posts?

How many rails and posts all together?

How many rails are down?

How many rails are up?

Make a drawing of this fence with all the rails up.

Prepare white cards and sew the design in shades of drab and light brown.

April Weather.

BY L. F. A.

THE sun arose early one morning in April, and looking about, said, "It is time for the grass to be growing. I will shine and shine and warm the earth, and when the flowers' roots get well warmed, they, too, will start up." But before he could get fairly at work, the wind blew a black cloud across the sky.

"Too much sunshine," whistled the wind, "will dry up the grass roots. What they need is rain." And soon the fields that a moment before were all sunshine were in shadow, and down poured the rain.

Little Dorothy had got up very early that morning, and had laughed when she saw the sun up. "It's going to be a lovely day, mamma," she had said. "Uncle Fred and I can take our long walk to Aunt Margaret's." But when the sky was clouded and the rain began to fall, there was a sudden shower indoors, too, and Dorothy's tears fell fast.

"Don't cry, little one," said Uncle Fred, "it may clear away." "It is so dark and cloudy I know it will rain all day," sobbed Dorothy, and down fell the tears almost as fast as the raindrops were falling outside.

But Father Sun had kept out of sight long enough, he thought. "If that rain keeps on falling," he said, "the flower-roots will be drowned. I must look out and see what is going on." So he pushed his jolly round face out between the clouds and smiled such a warm smile that the raindrops dried up. He peeped in at Dorothy's window. "Ho, ho!" he said, "here's another shower. I must drive that away." And he shone right into Dorothy's face.

Up she jumped and clapped her hands for joy. "See the sun, uncle!" she cried. "Let us start very soon." "As soon as breakfast is over I think we can go," he said.

But outside the wind was at work again. "Sunshine is good for plants," he said, "but in April they must have plenty of water. I must give them one more good watering before I give place to the sun." And he rushed off over the hills, and soon came back driving some black clouds that he must have kept hidden away in his cane, for they could not be seen when he started off after them.

Dorothy was just putting on her coat when the rain came again. Down came another shower from the blue eyes.

"We shall have to wait now," said Uncle Fred, "till we are sure what kind of a day it will be." It rained for a long time both outside and inside.

"This will make the pretty flowers grow," said mamma.

"Come," said Uncle Fred, "I will show you how to play a new game." Soon they were having a happy time, and there was sunshine indoors before the sun shone again outside.

Dorothy was having such a good time that she forgot all about the weather until mamma said, when it was almost noon, "The sun has been shining so long now, I think it will not rain any more. We will have an early lunch, and then you can go to your aunt's."

At one o'clock they were ready to start. "What a queer month April is!" said Dorothy. "You can't tell whether it's going to rain or shine. But there's always more sunshine than rain."

"And some little girls are like April," said Uncle Fred, "but they have more smiles than tears."

A Kindergarten Jingle.

[Dear Editor: In the January number of the American Primary Teacher we were much pleased with the article and illustrations about the Eskimos, and have been having some very delightful lessons and plays in our kindergarten and primary school, which were much helped by the timely hints seen in your paper. Thinking it might be of some use to other kindergartners, I enclose a few words that the children and I gradually put together as the work went on.

Lily L. Reinhardt, Philadelphia.]

Eskimos, Eskimos,
Will you kindly tell
Where's the snowy round house
That you love so well?

Children, little children,
My little snowy home
Is always in the Northland,
Where the white bears roam.

Eskimos, Eskimos,
Tell me, is it true,
That you like to eat fat
All the winter through?

Children, little children,
Fat is what I eat,
I get it from the walrus,
It is the greatest treat.

A Polite Visitor.

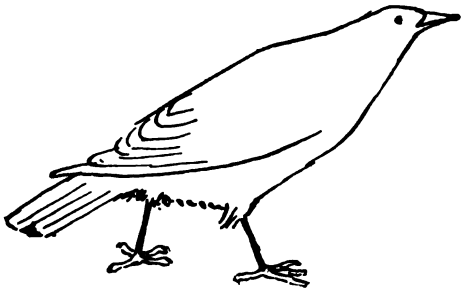
[For reproduction.]

A GOOD story is told of a dog that one day discovered an organ-grinder's monkey seated upon a bank within his master's grounds, and at once made a rush for it. The monkey, which was attired in jacket and hat, awaited the onset in tranquillity so undisturbed that the dog halted within a few feet of it to reconnoitre. The animals took a long stare at each other, but the dog was evidently recovering from his surprise, and was about to make a spring for the intruder, when the monkey raised his paw and saluted by lifting his hat. The effect was magical. The dog's head and tail dropped, and he sneaked off to the house, refusing to leave it until his polite, but mysterious, visitor had departed.—The American Field.

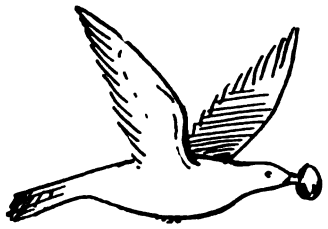
The flowers begin to spring,
The skies to brighten and the birds to sing.

—Pope.

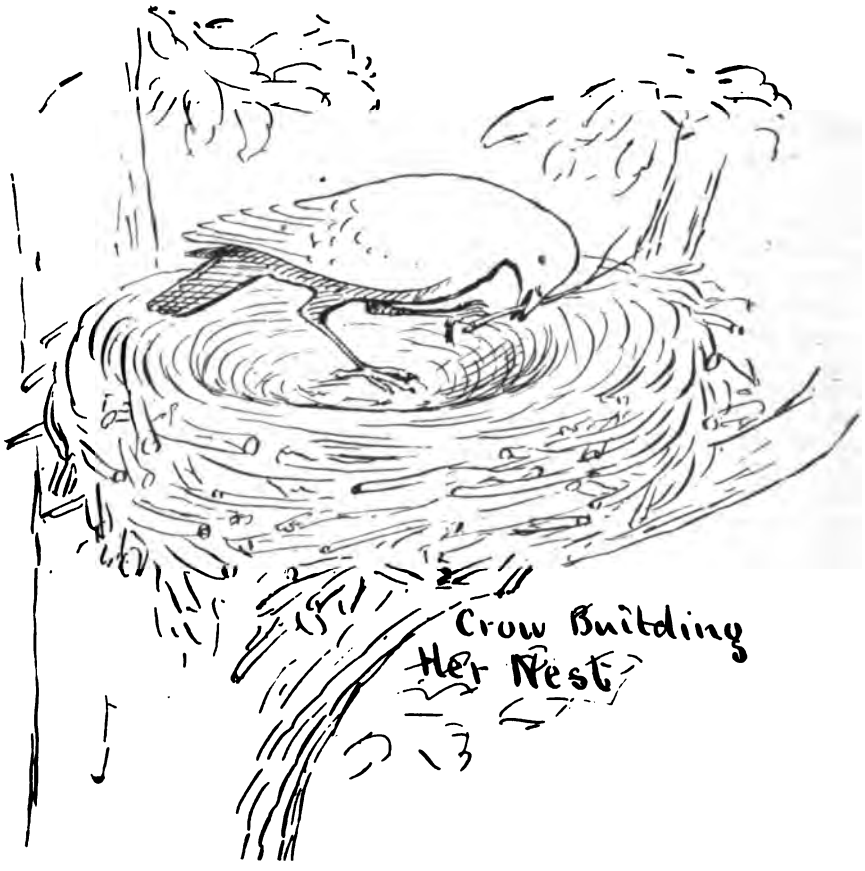
The Crow Illustrated.



The Crow



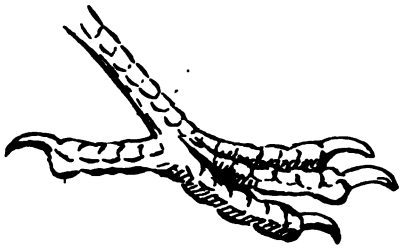
Carrying an Egg.



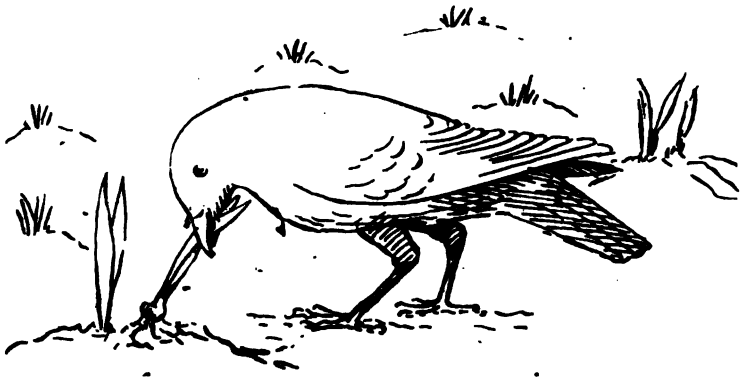
Crow Building Her Nest.



Crows Beak



Crows Foot



Pulling up Corn.



A Crow Meeting.



Preparing to fly



Crows Alighting.

The Two Fairies.

[For the children.]

BY SADIE S. PALMER.

TWO fairies always hovered about Carrie and followed her wherever she went; one was Fairy Hurry-through, and the other Fairy Wait-a-bit.

These two little fairies were always talking to Carrie in little whispers, and Fairy Hurry-through always managed to get ahead of Fairy Wait-a-bit and talk first. She liked Fairy Hurry-through because of his bright, gauzy wings and dancing feet, and she scarcely ever listened to Fairy Wait-a-bit, as she thought him so slow and stupid.

When she went on an errand to the store these two little friends would go too, and while she told the clerk what she wanted, Fairy Hurry-through would whisper, "Hurry, Carrie, or you will lose some of your play-time." Then Fairy Wait-a-bit would say, "No, think again; have you ordered everything your mamma wanted?" But she would not listen to him, and off she would go, forgetting very often the thing her mother wanted most.

While she was in school, the two little fairies would sit on her desk or her chair. They both hovered about her as she did her work; and Fairy Hurry-through would whisper, "That's right, don't add it again. Those figures look well enough." Then little Fairy Wait-a-bit would say, "You ought to work a little more slowly; I am afraid you haven't added those numbers correctly; do try it again!" But as Carrie did not like Fairy Wait-a-bit, she never would do as he wished. Things went on in this way for several months, and poor Carrie seemed to be always in trouble; her mother complained that she was careless and forgetful, and her teacher said that unless she was more careful in her work she could not be promoted. Fairy Wait-a-bit spoke to Carrie one day, and told her that he was sure he could help her if she would let him. "Just listen to me for to-day," he said, "and I think you will be glad that you did so."

When Carrie began her work that morning, Fairy Hurry-through came dancing along, and began as usual to whisper in her ear, but Carrie had resolved that she would not listen to him that day, as she wished to see if Fairy Wait-a-bit could help her. So when the good little fairy came quietly along and sat down near her hand, she worked very slowly and carefully. At noon her teacher told her that her work was correct, and praised her for being so careful. The next day she again listened to Fairy Wait-a-bit, and again did her work correctly.

She soon found that Fairy Wait-a-bit was a better friend to her than Fairy Hurry-through, although he did not have such bright, gauzy wings and dancing feet; and she learned to like him better and better.

Everyone wondered what had made such a change in Carrie, but she did not tell them about her little friend.

Which fairy will you take for your friend, the bright, dancing Hurry-through, or the slow, careful Wait-a-bit?

Industrial Questions.

These are not for test purposes, but to awaken an interest in real life to help children to open their eyes.

1. Name three kinds of mechanics.
2. Name five things that you have seen mechanics make or do.
3. Name five articles that you have used that were made by mechanics.
4. Of what use is an anvil?
5. Of what use is a plane?
6. Name two kinds of saws.
7. Name three kinds of nails.
8. Name the kinds of wood used
 (a) For shingles.
 (b) For floors.
 (c) For sleighs.
 (d) For pianos.
 (e) For ship building.
 (f) For dining tables.
 (g) For writing desks.
 (h) For blinds.
 (i) For fences.
9. What wages have you ever known any of these mechanics to receive?
 (a) Blacksmith.
 (b) Carpenter.
 (c) Shipbuilder.
 (d) Miller.
 (e) Machinist.
 (f) Moulder.
10. What hours have you known mechanics to have to work?

Memory Gems on April.

"THE wild and windy March once more
Has shut his gates of sleet,
And given us back the April time,
So fickle and so sweet.

"Now blighting with our fears, our hopes—
Now kindling hopes with fears—
Now softly weeping through her smiles,—
Now smiling through her tears.

"The swallows round the homestead eaves,
The bluebirds in the bowers,
Twitter their sweet songs for thy sake,
Gay mother of the flowers.

"The brooks that moaned but yesterday,
Through bunches of dead grass,
Climb up their banks with dimpled hands,
And watch to see thee pass.

"The willow for thy grace's sake
Has dressed with tender spray,
And all the rivers send their mists
To meeet thee on the way.

"The morning sets her rosy clouds
Like hedges in the sky,
And o'er and o'er their dear old tunes
The winds of evening try.

"Before another week has gone,
Each bush and shrub and tree
Will be as full of buds and leaves
As ever it can be." —Alice Cary.

"April! April! Are you here?
Oh! how fresh the wind is blowing!
See, the sky is bright and clear.
Oh, how green the grass is growing!
April! April! Are you here?"
—Dora Goodale.

If you cannot make study attractive to your pupils, quit the profession.

Teach the pupils to govern their actions by the permanent rather than the transient consequences of good and evil conduct.

Single Sentences.

Write good sentences, using one of these words in each:—

bore	black	brittle
broad	clean	cool
damp	dark	deep
dry	early	empty
fresh	glad	great
green	hard	high
lane	loud	mellow
near	new	proud
quick	raw	ripe
rough	shabby	silly
slow	sour	stingy
tough	man	wet
wide	wrong	yellow



BARONESS BERTHA VON BULOW-WENDHAUSEN.

The Cup of Water.

BY LELINA BARNARD.

ONCE upon a time a brave soldier was badly wounded in a battle. This soldier was an officer; I think he was a captain. He had fallen from his horse, and lay on the ground, suffering very much from his wound, and also from thirst.

Some of his soldiers, who dearly loved him, found him lying there, and asked him what they could do for him. "Give me some water. if you please," said he, "for I am very thirsty." They brought him some water in a tin cup.

Just as he was about to put the cup to his lips, he saw a poor soldier, who was lying on the ground by his side, looking at it. This poor man, too, was badly hurt, and suffering from thirst. He was looking at the water eagerly, wishing that he, too, could have a drink.

The officer, without touching a drop of the water, handed the cup to this soldier, saying, "Take it, friend; thou dost need it more than I."

You may like to know the name of this good, brave man, who thought of others before he thought of himself. It was Sir Philip Sidney.

Recreation Motions.

These require quick changes, and exact, simultaneous action.

Commands should not be given in a military style, but quietly, as, "Show me how the rain comes down."

They are for very small children, and to be used between lessons:—

1. Falling rain.
2. Falling hail.
3. Large water wheel.
4. Flying birds.
5. Creeping mice.
6. Drummer boy.
7. Rock-a-by.
8. Peek-a-boo.
9. Trumpeter.
10. Small quick wheel.
11. Woodpecker's beak (tapping on desk.)
12. Listening.
13. Leaves in the breeze.
14. Squeezing a ball.
15. Blowing bubbles.
16. Pulling rope.
17. Grinding millstones.
18. Plowing.
19. Sowing.

—The New Education.

CHILD STUDY.

BY EMMA E. IRISH, TRAINING SCHOOL, LEWISTON, ME.

ONE of my group who I think demands much attention and close study is Josephine, a neat, well-dressed, bright-looking child of French parentage. Her home surroundings are very good; her brothers and sisters orderly, polite children, and very quick to learn.

Josephine is not at all shy, but rather tries to attract attention to herself.

When any question is asked the class Josephine raises her hand, looking very bright; if called upon, she generally gets up, looks about, and pauses. At first I thought she might know, but was shy, so tried to draw her out by questions; but I came to the conclusion she had no idea of the answer when she raised her hand.

She is very restless; it seems hard for her to keep in one position, even for a minute.

She pretends to take an interest in her lessons, but by close observation I have discovered her mind is seldom where her eyes are. I have succeeded in getting better attention from her by calling on her to recite frequently.

In all her lessons—reading, writing, and language—she is quite backward. Her writing is improving with the blackboard practice. Praise has proved of great value in securing good results from her.

I have discovered that she does not understand English well, and that is the main reason, I think, why her reading and language lessons are not better. The best way, then, of remedying her faults is by first being sure that she understands what each direction means, as well as the words generally used in her lessons. Her language will be much improved when her knowledge of English will enable her to put her thoughts into correct modes of expression.

A phase of child study of which there can be no difference of opinion is such observation as shall determine whether or not he has a well-nourished and healthy body. If he has not, you are not to require of him as much as you would were he in good physical condition.

JAPANESE CHILDREN.

IN no country is there greater interest in little children than in Japan, and a study of some facts regarding them is worth one's while. In Japan only the boys can carry on the family name and inherit titles and estates, so that they are considered of much more importance than the girls. When a boy is born a special messenger goes forth to notify all relatives and intimate friends, and all who receive such notice must make an early visit to the home of the new arrival, and they must have some present for the boy. All presents must be wrapped in white paper, tied with a peculiar red and white paper string, in which is inserted a bit of dried fish for "good luck." Sometimes, in place of the dried fish in the string, it is accompanied with a package of fresh eggs, carefully packed in a covered box. There are thirty, forty, or even 100 eggs in a box sent with the present to the Japanese baby boy. All presents should reach him before he is a month old. He is named on the seventh day, and on this occasion the family have for their dinner red bean rice, "a festival dish denoting good luck."

A boy is rarely given the name of any living relative. He usually has some slight modification of the father's name or of some long ago relative; though names from natural objects are not infrequent, as Plum, Swan, Sunshine, Lotus, Gold, etc.

On the thirtieth day the child is christened, and immediately thereafter the parents send some recognition to all who have sent him presents. This is usually a letter of thanks with red bean rice or a rice cake. These are all sent in a lacquered box, placed on a lacquered tray, covered with a rich piece of silk or crape. The box, tray, and covering are returned, but must be returned unwashed, as it would be an offense to return them clean—bad luck. It often requires a number of men for several days to carry out these acknowledgments of presents.

There are three distinct classes of children. Those of the poorest classes when they are a few weeks old are carried about tied upon the back of some member of the family, often of an older brother or sister, not more than eight or ten years of age. Thus the babies of the lowest families live out of doors among the people in all weathers. The mothers of the middle classes carry their babes upon the back, but not usually upon the streets, but in the home and rear garden. The mother does the washing, draws water, and cooks with the child upon her back. In the case of the higher classes the babe is held in the arms most of the time.

The flexibility of the knees which enables the Japanese to sit as they do is acquired very early. The little ones are never seated naturally with the feet out, but always with them bent under them.



MARKET MAN.

[From "Around the World." Published by the Morse Company, New York.]

Very little babies wear red and yellow, but soon the boy is dressed in sober colors,—blues, grays, greens, and browns, while the little girl wears the most gorgeous of colors and the largest of patterns in her garments, red being the chief color. No babe is ever dressed in white—that is the garb of mourning.

A Japanese girl must very early learn the art of being agreeable to father, brother, and other men relatives. Her life is hedged about with "proprieties." Her life is, from the cradle to the grave, one of obedience, of pleasing manners, of personal cleanliness and neatness. She can never do anything except in the house, or on the farm in rural districts. She is always to be provided for by father, husband, or son.

In every home the grandparents have first honors everywhere, then come father and mother, after them

the children in the order of their years. The girls are always addressed with respect by their brothers and sisters. The eldest daughter is styled "young lady" by the servants and as "elder sister" by the other children. The other girls are called by the equivalent of "Miss" by their brothers and sisters.

Japanese children learn to read and write at the same time. They write upon soft paper with a brush dipped in India ink, the hand entirely without support. They value a good handwriting more highly than any other accomplishment. The Japanese language is a strange combination of Chinese and Japanese. It cannot be learned without knowing the Chinese characters. A child requires nearly all of his elementary school life for learning to read and write. There is almost no object teaching or science in Japan.

Women, alone, as a rule, study music. The arrangement of flowers is taught as a fine art, and much time is spent in clipping, bending, and placing flowers in the vases. Each spray and twig must be made to look as though it was growing. Branches, twigs, and leaves are all necessary to a Japanese bouquet. Japan has had many famous teachers of the art of arranging flowers. Etiquette is systematically and persistently taught. The etiquette teacher is an artist as much as the painter and flower teacher. The famous etiquette teachers are almost idolized. All this is distinctively "Japanese education" and is fast giving way to modern education, which is going into Japan under American and British inspiration. Many of the children of the nobility have been educated in America, and in the leading cities there is for the better classes a good modern school system.

The girls marry by the time they are sixteen. The girls in the modern schools rebel against this and try every art and influence to prolong their girlhood, their school-day life.

Incidentally we present characteristic pictures of a Japanese marketman and of a Japanese "jinrikisha."

The streets of the cities of Japan are rarely wide enough for horses and carriages, so that those who ride do so in light two-wheeled carriages drawn by a barefooted Japanese, who runs very fast and draws the "jinrikisha," that is the name of the carriage, with an easy motion.

The Japanese who draw the "jinrikisha" are very strong and fleet. They often wear very large, light straw hats, which shed rain and protect from the sun. They wear grass rain-coats, which are so made as to keep out the rain.

The two beautiful Japanese pictures are used through the kindness of "The Morse Company" of New York, from Carroll's "Around the World." The general facts about the children of Japan are from "Japanese Girls and Women," a most entertaining book by Alice M. Bacon. Boston: Houghton Mifflin, & Co. (75 cents).



TAKING A RIDE IN JAPAN.

[From "Around the World," Published by the Morse Company, New York.]

Tiny Lessons for Tiny People.

BY A. Y. W.

Fill in the following blanks with like or love:—

I —— my mother.

Maud —— pickles.

Did you say Roy —— to go to school?

Nora has some white rabbits that she —— very much.

Ruth says she —— winter.

Fill in the following blanks with will or shall.

—— we go fishing?

I —— go if the sun shines.

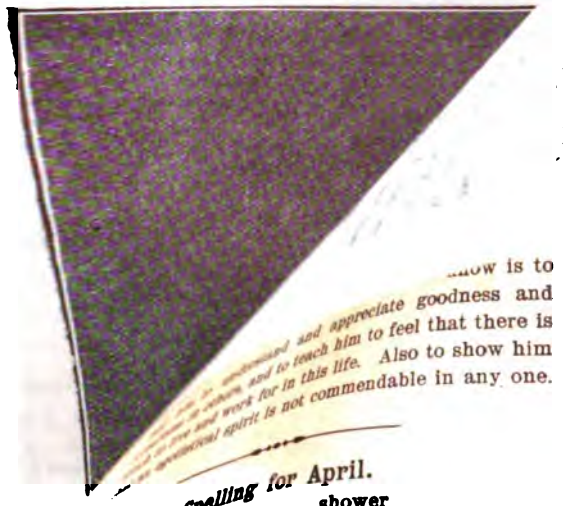
Fanny —— get it for you.

I —— be glad to see you.

Some children's brains, like artesian wells, take long boring to be reached.

JAPANESE CHILDREN.

IN no country is there greater interest in little children than in Japan, and a study of some facts regarding them is worth one's while. In Japan only the boys can carry on the family name and inherit titles and estates, so that they are considered of much more importance than the girls. When a boy is born a special messenger goes forth to notify all relatives and intimate friends, and all who receive such notice must make an early visit to the home of the new arrival, and they must have some present for the boy. All presents must be wrapped in white paper, tied with a peculiar red and white paper string, in which is inserted a bit of dried fish for "good luck." Sometimes, in place of the dried fish in the string, it is accompanied with a package



...ow is to ...ciate and appreciate goodness and ...ach him to feel that there is ...life. Also to show him ...ndable in any one.

Spelling for April.

Crocus	shower
aster	Lexington
willow	nineteenth
catkins	alder
violet	Paul
Revere	brave
minutemen	Concord
Froebel	Grant
Ulysses	soldier
Charles	river
taxes	lantern
belfry	rider
awake	bridge
battle	midnight
message	alarm
Boston	Medford

Bird's Doctor.

BY SELINA BARNARD.

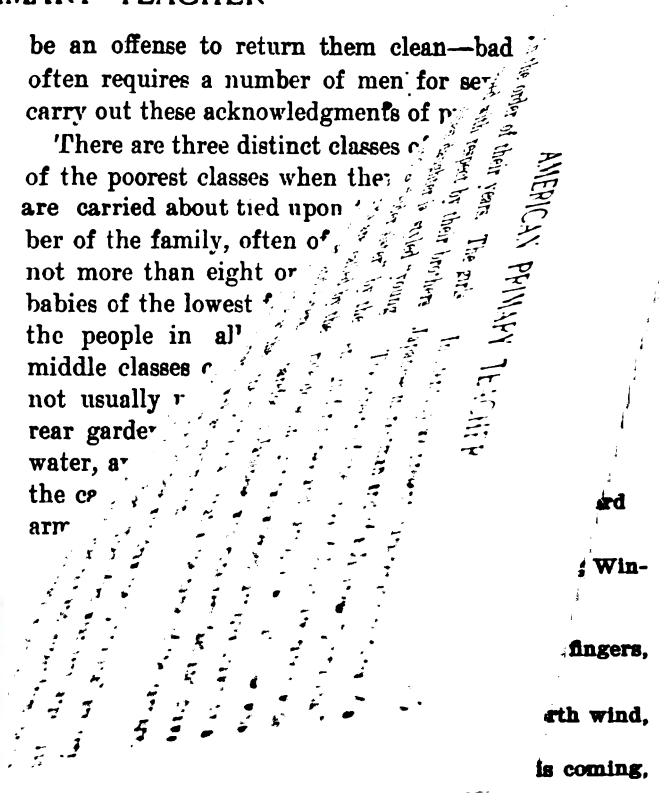
ONE cold, snowy evening, as a doctor was driving home in his buggy, he noticed something dark on the white ground. He got out of his buggy, and saw it was a little bird with a broken leg. Some cruel boys had stoned it, and it had fallen to the ground. The doctor picked up the bird, unbuttoned his coat, and put the trembling little creature inside his coat to keep it warm. Then he drove home as fast as he could.

When the doctor reached home, he called his little daughter and showed her the bird. Then he taught her how to bandage the broken leg. He told her never to be cruel to any living thing, but to be kind to all who needed kindness.

This little girl's name was Jane, and she and her father, the kind doctor, kept the bird for a few days, until the broken leg was all right, and then they let it go.

be an offense to return them clean—bad ... often requires a number of men for se... carry out these acknowledgments of p...

There are three distinct classes o... of the poorest classes when the... are carried about tied upon ... ber of the family, often o... not more than eight or ... babies of the lowest ... the people in al... middle classes ... not usually ... rear garde... water, a... the c... arm...



...rd

...Win-

...fingers,

...rth wind,

...is coming,

...outh Wind is waiting to welcome the flowers
From their long rest,
Each one has donned for this happy occasion
His brightest and best.

First are the crocuses, timidly peeping,
Three, two, and one,
Purple as amethyst, white as the snowflake,
Gold like the sun.

Next are the tulips, marching on proudly,
Brilliant and bright,
Heads held erect, and faces turned upward
Unto the light.

Daffydowndilly comes tripping softly,
Happy and gay,
Sunlight his good-natured face is reflecting,
Clouds speed away.

Then there are hyacinths, every one shedding
Perfume most sweet,
Brilliantly colored, they seem to the vision
A rainbow complete.

Simple Language Exercise.

Write a sentence, using the word cold, and any word or words suggested by it. Such sentences as: "This is not a cold day, but a hot day." "It is neither a cold nor a hot day, but a mild day." "The iron is not hot, and it is not cold, but it is warm."

Have the class try for a variety of sentences with the same word. In such exercises use the words heavy, hard, hole, right, smooth, tall, clear, busy, slow, young, late, narrow, thin, straight.

A child's vocabulary will grow as fast as he has any desire to use it.

Any child will talk fast enough if you let him talk as he wants to.



"AUTUMN LEAVES."

FROM A PAINTING
BY W. GRANVILLE SMITH.

THE brilliancy of the autumnal foliage lasts but a short season at most; when the biting frost has completed its work, the trees shed their dead and lustreless leaves and wait for nature to clothe them anew.

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SUGGESTIONS FOR MORNING TALKS.

BY GEORGIA A. HODSKINS.

GIVE the birds a very important place in your morning talks for this month. Don't be afraid to dwell on the imaginative side a little. "Mr. Bird's Winter in the South," "Why did Mr. Bird Come Back?" "The Bird Family's Northern Trip," and many similar talks will interest the children to begin with. Then they will be eager to see and tell you of every new arrival.

Read or retell to your class the "Birds of Killingworth" in connection with the topic "What Do the Birds Do for Us?" They will enjoy the story of it if too young to appreciate in full as written, and there are some beautiful "memory gems" in this for little tots as well as older pupils. Above all else, strive to create a love and sympathy for bird-life. Don't be satisfied with knowing their names. Don't be ambitious for the longest list. Be intimate with as many as you can, but you'll not find time to know many intimately. Don't say, "There are no birds here." The robin and the grackle are almost certain residents of any but the largest cities, and even there may usually be found in numbers in the parks. The oriole, though not quite as common, is more noticeable from his gaudy dress. The woodpeckers and vireos are numerous, but quieter than the first mentioned, and more soberly dressed than the orioles.

Spend much time on habits. Note food and its bearing on our needs. Birds of this month. Kingfishers' nests are interesting. The call is easy for the children to learn to recognize. It has been likened to a watchman's rattle. The children are quick to notice the band around his throat. They like the suggestion that he looks like a drum major, with the strap of his cap under his chin.

The cowbirds are easily seen by those who can reach the outskirts of the town, or may be seen in parks where cattle are kept, for they are rightly named. Lead the children to notice that they feed on the insects that the cattle startle as they wander through the fields; curious incidents of other birds bringing up the young cowbirds; her bad habit of leaving her eggs in the nests of other birds for them to hatch and rear.

Note shape of bird's feet. Number and arrangement of toes. If you can procure a few stuffed specimens, have lesson on the adaptability of feet and bill to life and habits. Compare feet of woodpecker, robin, snipe, duck, and hawk.

Botany should not be neglected. Try to teach the children how to gather wild flowers. If we continue to take root and branch, our native wild flowers will soon be exterminated. Watch the hepaticas, some of the children will say "liverwort." Varieties in color, size, and habitat. Some plants are sweet-scented, more commonly the white one, according to Burroughs. What advantage to the flower is its scent? Its color? The deep tones of the last year's leaves make a most beautiful color harmony with the dainty blossoms. If too difficult for the children to analyze, they can at least appreciate its beauty. See how Mother Nature watches over her baby buds. Look at their soft woolly coats. Can you find any other fur coats and hoods besides these that little Hepatica and the Pussy Willows wear? Look on the trees as well as the ground.

Trees have blossoms as well as plants. Try having the children name all the trees they know that have blossoms. They will name the horse-chestnut, locust, and fruit trees. Many will doubt the fact that the maple and elm ever blossom. Talk of what a flower is, of its use, and what it will grow to be. How many know the maple keys and the winged seeds of the elm? Then what have they come from? Have some maple and elm branches in water where they can see and handle the blossoms. Children do see with their hands. I think we are not always wise to tell them not to touch.

Distinguish between leaf buds and flower buds. See which trees flower first. Protection of the buds —varnished scales—sticky, resinous scales. (Balm of Gilead.)

Take note of early garden flowers—crocuses, tulips, hyacinths, and, dearest of all to the children, the daffodils. Speak of the young trees—maples, elms, and oaks. Where are most of them found? How were they planted? (Squirrels, jays, wind, etc.)

Compare April shower and July shower. Watch the weather vane. Keep record of the winds.

Nest-building—bird housekeeping. Which bird do you think builds the prettiest nest?

Farm work—planting. Why do the farmers tar the corn? Does the crow eat more grain than he pays for?

Why do we see more earth-worm burrows in the morning? What do earth-worms eat?

How many kinds of swallows do you know by sight? Do you know their nests? When do they fly lowest, and why?

A little country friend wrote me that she had been berrying, and had sent me some berries. Do you know what she meant?

Pond life is interesting this month. Don't omit the little water newts. If you can get the orange colored salamander, give him a plate of wet moss and ferns for his home.

You may be able to get the real New England blossom, the arbutus, to weave into your history of Fast Day, and the Pilgrims.

Don't forget to make a word picture of our country as it was in April, '75, when you are telling the story of the nineteenth.

Watch this spring and summer, and see which flowers you think are most often fragrant, white, pink, red, yellow, or blue.

Pussy Willow.

All winter long Mother Nature had sent her winds to rock the babies' cradles. Back and forth they had rocked, lulling the baby buds to sleep.

Mother Nature did not want them to waken, for Jack Frost was king outside. She feared that her babies would freeze.

In the fall she had tucked them up snugly and given them a warm coverlet to keep out the cold. So the baby buds had slept soundly all winter.

At last it was time to awaken. Mother Nature sent her March winds to rouse the little buds.

There was another king of the air. The beautiful golden sun was king now.

Mother Nature knew that the new king loved the babies. He would help them to grow large and strong.

She told this king where the children were, and asked him to waken them. So one bright morning, the king sends down his warm rays. They tap on the brown covers, they send the sap up into the buds.

Soon Mother Nature hears calls from the cradles.

She looks and finds that her babies are stirring. How glad she is!

Soon the little pussies ask, "May we come out?"

"Yes," says Mother Nature, "if you will wear your fur hoods. It is very cold out here."

Some of the buds wish to go with nothing on their heads, but at last they all put on their gray pussy hoods and come out. At night it is so cold that they are very glad they wore them.

What a time they have rocking on the brown branches. Up and down, here and there, they rock in the bright sunshine. How many brothers and sisters there are!

King Sun is a good friend to them. He helps them every day to grow longer and longer. These pussies are called catkins—All the Year Round. Ginn & Co.

A Cleveland Experience.

In one of the public schoolrooms of the primary grade the teacher has been reading Longfellow's "Hiawatha" to her pupils. Of course this is a rather ambitious work for the little ones; but they enjoy it, and the rhythm seems particularly pleasing to them. When they come to a hard word the teacher goes to the blackboard and draws a picture to illustrate its meaning. This the pupils find highly entertaining, and it helps in quite a remarkable way to fix the text in their minds. A few days ago they came to this line in the early part of the poem:—

"At the door on summer evenings sat the little Hiawatha."

"At—th' door—on sum-mer eve-nings sat th' little—," read the children. "Go on," said the teacher. But they didn't go on. The name of Hiawatha was too much for them. They knew who Hiawatha was, but they didn't recognize his name. So the teacher went to the board and took considerable pains in drawing. First, a wigwam with the poles sticking up above it, and a rude aboriginal painting on the side; second, little Hiawatha, with feathers in his hair, squatted at the wigwam door; third, a fine harvest moon. Then she pointed at Hiawatha and asked what it was. There was a general craning of necks and shaking of heads. "Come, come," cried the teacher, "you know what that is." Then one little girl spoke up: "I guess I know what it is, teacher." "You may tell the class, Laura." "I guess it's a mud turtle." And instantly, with one accord, the class glibly repeated:—

"At the door on sum-mer eve'nings sat th' lit-tle mud-dy tur-tle.

And the teacher feels that her artistic cleverness received a hard and cruel blow.—Cleveland Plain Dealer.

A Device in Government.

Suppose that a pupil in the primary room should go to the water pail three times during a recitation. Would it not be well to let him go without interruption, and then during the day, at some convenient time, have a general discussion as to how long a pupil can do without water before suffering, and whether, if a pupil's wants have been supplied before the beginning of the recitation, he could suffer before the close. Let the pupils point out the interruption occasioned if all should thus visit the water pail. Personal mention of the offender need not be made, but he should be drawn into the discussion. Or, if thought best, he alone might discuss the matter with the teacher. No matter about details; I mean only to insist that the pupil be led to set up his standard of action, and make his own decision in regard to it, so far as possible, without any regard for the mere authority of the teacher.—Arnold Tompkins, in Public School Journal.

"There is but one right answer, and I don't want you to guess at that. You can know whether you are right or not before you answer," said a teacher whose little pupils were as keen as briers.

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These stories need no commendation. They have been read and re-read by every succeeding generation with fresh interest and delight. Few readers have stopped to inquire from whence they came, having been satisfied to enjoy their perusal; but there is a satisfaction in learning where they have come from, and how they came to be told. To gratify this desire, the introductory note in this edition gives the reader a full account of the origin of the stories, and the first chapter tells how they came to be told. There are ten of them here recorded, including "The Story of the Enchanted House" and "The Story of Sindbad the Sailor."

PARABLES. For Schools and Home. By Wendell P. Garrison. New York: Longmans, Green, & Co. 214 pp.

This volume imparts lessons of applied morals, and its aim is to aid the child to improve in goodness at the same time that he improves in reading. The subjects are well chosen, the fables are well written, and each subject is beautifully illustrated. The author evidently has a st ong sympathy with the young, and the power to impart to them, in appropriate language, his own thoughts and views. Among the subjects treated are "Tenderness for Living Things," "Kindness to Animals," "Vandalism," "Property," "The Mob," "Patriotism," "The Flag," "Equality of the Sexes," "Superstition," "Contempt," and "The Insatiable Mind."

OVER THE ANDES; OR, OUR BOYS IN SOUTH AMERICA. By Hezekiah Butterworth. Illustrated by Henry Sandham. Boston: W. A. Wilde & Co. 368 pp. Price, $1.50.

The South America of to-day presents a subject of great interest, and its history furnishes a valuable lesson for careful study. In this volume .the author has, with marked ability, used the quaint stories and legends and historical incidents gathered by him while traveling in these countries, and, clothing fact with fiction, has written a story of absorbing interest. The five full-page beautiful illustrations which adorn the book add much to its attractiveness and value.

SONG BIRDS AND WATER FOWL. By H. E. Parkhurst. New York: Charles Scribner's Sons. Illustrated. Cloth. 285 pp. Price, $1.50.

The subject is treated in a masterly way, in which reliable information is given in an attractive style, both for clearness and vivacity, and the many full-page illustrations of birds and their nests are as useful to the student as they are beautiful to the casual observer of these pages. There is an artistic finish to the writing that is, to the engravings, a combination not always met with in these days.

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Friday Afternoons

Easter.

BY LAURA FROST ARMITAGE, SALEM, MASS.

AT the Easter season,
When the joy-bells ring,
Flowers awake from sleeping,
Rise to greet the spring.

Winter days are over,
Grass springs fresh and green;
Happy little warblers
In the trees are seen.

Flowers were only sleeping
Underneath the ground.
At the Easter season
New life all around.

How and Why.

HOW does the bluebird know it is spring?
How do the bluebells know when to ring
Music for the fairies—tune upon tune?
Why do the dear little pinks come in June?

Who taught the robin to fashion his nest?
And where did he get the red on his breast?
Where do the leaves find their green? who knows?
And what makes the fragrance of the rose?

—Kindergarten Magazine.

Pussy Willow.

BY CORA BELLE SHEDD.

DEAR Pussy Willow, we all love you well.
You come in the springtime good news to tell.
Of silver gray fur your new coat is made,
'Tis made very nicely, and we hope it won't fade.
You come every springtime in sunshine and gale,
We know you will be here, for you never fail!
Our teacher says surely if you went to school,
And lessons were hard and you sometimes broke a rule,
You'd not be discouraged and say you'd not try,
But you'd try all the harder, and win by and by.

Pussy Willow.

PUSSY, pussy, pussy!" there she stood a-calling,
"Pussy, pussy, pussy!" her voice rang sweet and shrill-o,

Yet still her pussy lingered; but, on a bush beside her,
Crept softly out, in answer, a little pussy willow.

—Mary E. Wilkins.

March nodded to winter, "Good-by! Good-by!
Off to your home in the North you must hie;
Oh, have you forgotten, under the snow
The wee seeds are waiting—yes, waiting to grow?

"They are Spring's little babies, and soon she'll be here,
Whispering her welcome to each baby dear,
So I'll tidy the earth; I'll sweep and I'll blow,
Getting it cleared for the flowers to grow."

—Annie McMullen, in Child Garden.



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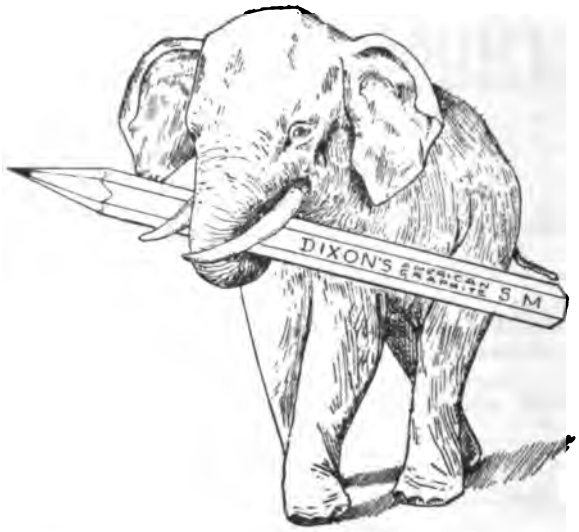
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Song of the Flowers.

WE'VE brought you a message, good friends, to-day,
A word of cheer;
And this is our message,—we've come to say
Springtime is here!

We were cosily sleeping in warm winter beds,
When a soft tap, tap,
Of trickling raindrops over our heads,
Disturbed our nap.

A bluebird was singing—we heard his voice,
So sweet and clear,
"The winter is over! rejoice! rejoice!
Springtime is here!"

Busily working with might and main,
Ere long we found
We were able to lift our heads again
Above the ground.

'Tis joy to breathe the soft, sweet air,
And up on high
To see the great warm, golden sun,
And the blue sky.

So this is the message we've brought to-day,
Our word of cheer;
Cold winter has fled away, away,
Springtime is here!
Yes, springtime is here!

Memory Gem.

AT evening, when I go to bed,
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the night.
And often, while I'm dreaming so,
Across the sky the moon will go;
It is a lady, sweet and fair,
Who comes to gather daisies there.

For, when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped them down
Into the meadows of the town.

—Religious Herald.

A Song of Spring.

BY GRACE E. STEVENS.

[Tune: "All the Birds Have Come Again."]

NOW that winter days are o'er,
See each hill and hollow,
Where the sunshine broiderie weaves,
'Mong the tender, starting leaves;
Yes, the spring is here once more,
And the birds will follow.

Hark! their songs I seem to hear,
Piping sweet and merry,
Borne unto me by the breeze,
From the blossom-laden trees;
Now I know that robin's near,
With his song so cheery.

Bluebird carols on each bough,
Spring, the spring is coming.
Every patt'ring drop that falls,
To the earliest flow'ret calls.
And within the sunshine now
Early bees are humming.

Welcome, welcome to you, spring!
Glad are we to meet you;
With your springing grass and flowers.
And your sunshine-laden hours,
And the promises you bring,
O, we gladly greet you.

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Long Ago.

I once knew all the birds that came
 And nested in our orchard trees,
For every flower I had a name—
 My friends were woodchucks, toads, and bees;
I knew what thrived in yonder glen,
 What plants would soothe a stone-bruised toe—
Oh, I was very learned then—
 But that was very long ago.

I knew the spot upon the hill
 Where checkerberries could be found—
I knew the rushes near the mill,
 Where pickerel lay that weighed a pound!
I knew the wood—the very tree
 Where lived the poaching, saucy crow,
And all the woods and crows knew me—
 But that was very long ago.

And, pining for the joys of youth,
 I tread the old familiar spot
Only to learn this solemn truth;
 I have forgotten, am forgot.
Yet here's this youngster at my knee
 Knows all the things I used to know.
To think I once was wise as he!—
 But that was very long ago.

I know 'tis folly to complain
 Of whatsoe'er the fates decree,
Yet, were not wishes all in vain,
 I tell you what my wish would be:
I'd wish to be a boy again,
 Back with the friends I used to know.
For I was, oh, so happy then—
 But that was very long ago.

—Eugene Field.

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1. Require the pupil to give the story as simply as possible, excluding all modifiers, whether single word, phrase, or clause.

2. Then add to each subject appropriate single-word modifiers, not only those given in the story, but any others that can be used.

3. Add to each predicate the single-word modifiers used in the story, and then other words as before.

4. Add the phrase modifiers to each subject used in the story, and then other phrases as before.

5. Add the phrase modifiers to each predicate used in the story, etc., as in 4.

6. Change the phrase modifiers in 4 and 5 to single-word modifiers, if practicable.

7. Add clause modifiers to each subject and to each predicate in the story.

8. Add single word and phrase modifiers to each clause you have added.

9. Write the story as enlarged by these additions, and compare with the original story.

10. Change the number, if practicable, of each noun or pronoun used as a subject of a verb. Note the change in the verb. Deduce the rule.

11. Change the voice of any verb in the story. Note the change in expression made necessary. Deduce definition of voice.

12. Change from direct to indirect narrative, or vice versa, and notice necessary changes in punctuation.

13. Introduce or change some of the expressions to interrogative forms or to exclamatory forms.—Edward Gideon, in the Teacher.

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and lead each to discover the truth. Show the class how to study.

In each lesson let a halt be made, and then have pupils fix points already made, the conclusion reached, and the premises upon which the conclusion is based.

The teaching must touch the whole nature of the child, and stimulate to higher action and more industrious habits of work, of silence, of obedience, honesty, and truthfulness. Three-fourths of education is a habit of work.—J. M. Greenwood, in School and Fireside.

Let me say a word for a little more patriotism in the schools. We have little in our every day life to arouse patriotic ardor. We have no frequent or great exhibitions of power; no army to stand in awe of; no royalty to worship; no emblems or ribbons to dazzle the eye; and but few national airs. We have elections so frequently, and then say such terribly hard things of each other and about the management of government, that I imagine the children wonder what kind of a country this is that they have been born into. There is no such inculcation of patriotism among our children as among the children of some other lands. If I had my way, I would hang the flag in every schoolroom, and I would spend an occasional hour in singing our best patriotic songs, in declaiming the masterpieces of our national oratory, and in rehearsing the proud story of our national life. I would attempt to impress upon all the supreme value of their inheritance, and the sacred duty of transmitting it untarnished and unimpaired, but rather broadened and strengthened, to the millions who will follow after.—Andrew S. Draper.

PERIODS OF PAIN.

Menstruation, the balance wheel of woman's life, is also the bane of existence to many because it means a time of great suffering.

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If you are suffering in this way, write as Miss Miles did to Mrs. Pinkham at Lynn, Mass., for the advice which she offers free of charge to all women.

Queer Salt.

In Lapland they have no salt, and the bark of the fir tree is used as a substitute. The Laps peel the bark from the trunk of the tree, carefully remove the epidermis, and then divide the inner bark into quite a number of very thin layers. During the brief, but extremely hot, Lapland summer the layers are exposed to the sun until thoroughly dried; then they are torn into narrow strips and placed in boxes made of fresh bark taken from other trees. Deep holes are then dug in the sand, and the bark and boxes are buried in them, where they are allowed to remain for about three days.

The second day fires are made over the places where the boxes are buried, and kept burning briskly for several hours. The heat penetrates deep into the sand, turns the fir bark a red color, and gives it a pleasing taste and odor. Finally the boxes are unearthed. The fire strips are pounded or ground into a coarse powder, and the Laps use it just as we do salt, only much more sparingly, because it is so troublesome to prepare.—Philadelphia Times.

But one thing let me tell you, John,
Before you make a start,
There's more in being honest, John,
Twice o'er than being smart.
Though rogues may seem to flourish, John,
And sterling worth to fail,
Oh! keep in view the good and true:
'Twill in the end prevail.
—From Leaving the Homestead.

Evil thoughts are more dangerous than wild beasts. Keep your head and heart full of good thoughts, and bad ones will find no room.

We get back our mete as we measure,
We cannot do wrong and feel right;
Nor can we give pain and get pleasure,
For justice avenges each slight.
—Alice Cary.

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A New Game.

Passing quickly through the aisles, crayon in hand, I place a number on each slate, not going beyond sixty. A boy or girl is then called to the platform, holding the slate so that all can see the number. The children rise in turn, hold up their slates, and. telling what their numbers are, ask the pupil on the platform a question. When he fails to answer correctly, he goes to his seat, and the one who asked the question answers it and takes his place.

Suppose the boy's number to be forty-five, the questions will run like this: "My number is thirty-seven, how much more is yours than mine?"

"My number is ten; if cents, how many ten-cent tops could you buy, and how much over?"

"My number is twenty-seven, add mine to yours."

"How many nickels in your number?"

"If my number be taken from yours, what will be left?"

"Your number is how many times my number?" etc.

This calls for close attention and rapid thinking. If the scholar who is being questioned is a little slow in answering, the others grow wild with excitement, and in their eagerness to answer for him rise from their seats and even press forward as far as the platform. But noise and confusion of this kind does not hurt a school, and the teacher will feel amply repaid by a look into the bright face and shining eyes of the happy little people.—School Education.

Hard to Remove.

"Habit" is hard to remove. If you take away the first letter, "a bit" is left. If you take off another letter, you still have a "bit" left. While if you take off another the whole of "it" remains. If you remove another it is not "t" totally used up. All of which goes to show that if you wish to get rid of a bad habit you must shake it off altogether.—Selected.

Deafness Cannot be Cured

by local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube gets inflamed you have a rumbling sound, or imperfect hearing, and when it is entirely closed, deafness is the result and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by catarrh, which is nothing but an inflamed condition of the mucous surfaces.

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Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep, and grow.

Keep your explanation down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household Anglo-Saxon, such as men use in business and women at home.

Your chief business is to make pupils think, not to think for them; to make them talk, not to talk for them; to draw out their powers, not to display your own.

Keep your voice down to the conversational key. A quiet voice is music in a schoolroom.

Train your pupils to recite in good English, but do not worry them by interruptions while they are speaking. Make a note of incorrect or inelegant expressions, and have them corrected afterwards.

Seldom repeat a question. Train your pupils to a habit of attention, so that they can understand what you say the first time.

Give your slow pupils time to think and speak. The highest praise given by an English inspector to a teacher was "that he allowed his slow boys time to wriggle out an answer."—Swett's Monthly Teaching.

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Art for the People.

There are few things that go farther toward making the home attractive and pleasant to live in than good pictures. They brighten the walls, often tell an interesting story, and always, in their selection, show something of the taste of the people who own them.

To put the work of really famous artists within the easy reach of a great number is a praiseworthy undertaking, and this is just what the Proctor & Gamble Company, the makers of Ivory soap, are doing. Not content with the commonplace and cheap pictures that serve so many in the exploitation of their goods, this company has spared neither expense nor time to secure the best. It does not need the eye of an expert to appreciate the exceptional beauty of the copies of paintings and drawings that they are using to keep their friends informed of their product. He who runs may read in these pictures the evidences of taste and knowledge in the selection of the artists, and appreciate the large sums that must have been expended for the original pictures they so successfully reproduce in colors. Such pictures as "Waiting for the Stage," by Percy Moran, "A Summer Girl" and "At Home," by Alice Barber Stephens, "A Pink Rose," by Leon Moran, "Ready for Battle," by Francis Day, and "Autumn Leaves," by W. Granville Smith, are the kind we are accustomed to see in the art galleries or occasionally in the pages of the leading magazines. They are not the sort usually employed for advertising purposes. It may fairly be said that the Proctor & Gamble Company are serving a double purpose. They are not only calling attention to Ivory soap, one of the best and most favorably known articles of domestic consumption, but they are at the same time affording pleasure and better acquainting the public with first-class contemporary art. In the printing of these beautiful pictures they have spared no expense to make them as near the originals as possible, and the rare delicacy and harmony of the tints of the reproductions have only been obtained after thorough and exhaustive experiments. To better insure completely satisfactory results, they sent an expert to Europe, to study and report on the color processes of the famous European printing establishments, and they have also made many tests in a fully equipped plant, with a view to perfecting the preparation of the plates and presses for this particular work.

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SUGGESTIONS FOR MORNING TALKS.

BY GEORGIA A. HODSKINS.

GIVE the birds a very important place in your morning talks for this month. Don't be afraid to dwell on the imaginative side a little. "Mr. Bird's Winter in the South," "Why did Mr. Bird Come Back?" "The Bird Family's Northern Trip," and many similar talks will interest the children to begin with. Then they will be eager to see and tell you of every new arrival.

Read or retell to your class the "Birds of Killingworth" in connection with the topic "What Do the Birds Do for Us?" They will enjoy the story of it if too young to appreciate in full as written, and there are some beautiful "memory gems" in this for little tots as well as older pupils. Above all else, strive to create a love and sympathy for bird-life. Don't be satisfied with knowing their names. Don't be ambitious for the longest list. Be intimate with as many as you can, but you'll not find time to know many intimately. Don't say, "There are no birds here." The robin and the grackle are almost certain residents of any but the largest cities, and even there may usually be found in numbers in the parks. The oriole, though not quite as common, is more noticeable from his gaudy dress. The woodpeckers and vireos are numerous, but quieter than the first mentioned, and more soberly dressed than the orioles.

Spend much time on habits. Note food and its bearing on our needs. Birds of this month. Kingfishers' nests are interesting. The call is easy for the children to learn to recognize. It has been likened to a watchman's rattle. The children are quick to notice the band around his throat. They like the suggestion that he looks like a drum major, with the strap of his cap under his chin.

The cowbirds are easily seen by those who can reach the outskirts of the town, or may be seen in parks where cattle are kept, for they are rightly named. Lead the children to notice that they feed on the insects that the cattle startle as they wander through the fields; curious incidents of other birds bringing up the young cowbirds; her bad habit of leaving her eggs in the nests of other birds for them to hatch and rear.

Note shape of bird's feet. Number and arrangement of toes. If you can procure a few stuffed specimens, have lesson on the adaptability of feet and bill to life and habits. Compare feet of woodpecker, robin, snipe, duck, and hawk.

Botany should not be neglected. Try to teach the children how to gather wild flowers. If we continue to take root and branch, our native wild flowers will soon be exterminated. Watch the hepaticas, some of the children will say "liverwort." Varieties in color, size, and habitat. Some plants are sweet-scented, more commonly the white one, according to Burroughs. What advantage to the flower is its scent? Its color? The deep tones of the last year's leaves make a most beautiful color harmony with the dainty blossoms. If too difficult for the children to analyze, they can at least appreciate its beauty. See how Mother Nature watches over her baby buds. Look at their soft woolly coats. Can you find any other fur coats and hoods besides these that little Hepatica and the Pussy Willows wear? Look on the trees as well as the ground.

Trees have blossoms as well as plants. Try having the children name all the trees they know that have blossoms. They will name the horse-chestnut, locust, and fruit trees. Many will doubt the fact that the maple and elm ever blossom. Talk of what a flower is, of its use, and what it will grow to be. How many know the maple keys and the winged seeds of the elm? Then what have they come from? Have some maple and elm branches in water where they can see and handle the blossoms. Children do see with their hands. I think we are not always wise to tell them not to touch.

Distinguish between leaf buds and flower buds. See which trees flower first. Protection of the buds —varnished scales—sticky, resinous scales. (Balm of Gilead.)

Take note of early garden flowers—crocuses, tulips, hyacinths, and, dearest of all to the children, the daffodils. Speak of the young trees—maples, elms, and oaks. Where are most of them found? How were they planted? (Squirrels, jays, wind, etc.)

Compare April shower and July shower. Watch the weather vane. Keep record of the winds.

Nest-building—bird housekeeping. Which bird do you think builds the prettiest nest?

Farm work—planting. Why do the farmers tar the corn? Does the crow eat more grain than he pays for?

Why do we see more earth-worm burrows in the morning? What do earth-worms eat?

How many kinds of swallows do you know by sight? Do you know their nests? When do they fly lowest, and why?

A little country friend wrote me that she had been berrying, and had sent me some berries. Do you know what she meant?

Pond life is interesting this month. Don't omit the little water newts. If you can get the orange colored salamander, give him a plate of wet moss and ferns for his home.

You may be able to get the real New England blossom, the arbutus, to weave into your history of Fast Day, and the Pilgrims.

Don't forget to make a word picture of our country as it was in April, '75, when you are telling the story of the nineteenth.

Watch this spring and summer, and see which flowers you think are most often fragrant, white, pink, red, yellow, or blue.

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Trees have blossoms as well as plants. Try having the children name all the trees they know that have blossoms. They will name the horse-chestnut, locust, and fruit trees. Many will doubt the fact that the maple and elm ever blossom. Talk of what a flower is, of its use, and what it will grow to be. How many know the maple keys and the winged seeds of the elm? Then what have they come from? Have some maple and elm branches in water where they can see and handle the blossoms. Children do see with their hands. I think we are not always wise to tell them not to touch.

Distinguish between leaf buds and flower buds. See which trees flower first. Protection of the buds —varnished scales—sticky, resinous scales. (Balm of Gilead.)

Take note of early garden flowers—crocuses, tulips, hyacinths, and, dearest of all to the children, the daffodils. Speak of the young trees—maples, elms, and oaks. Where are most of them found? How were they planted? (Squirrels, jays, wind, etc.)

Compare April shower and July shower. Watch the weather vane. Keep record of the winds.

Nest-building—bird housekeeping. Which bird do you think builds the prettiest nest?

Farm work—planting. Why do the farmers tar the corn? Does the crow eat more grain than he pays for?

Why do we see more earth-worm burrows in the morning? What do earth-worms eat?

How many kinds of swallows do you know by sight? Do you know their nests? When do they fly lowest, and why?

A little country friend wrote me that she had been berrying, and had sent me some berries. Do you know what she meant?

Pond life is interesting this month. Don't omit the little water newts. If you can get the orange colored salamander, give him a plate of wet moss and ferns for his home.

You may be able to get the real New England blossom, the arbutus, to weave into your history of Fast Day, and the Pilgrims.

Don't forget to make a word picture of our country as it was in April, '75, when you are telling the story of the nineteenth.

Watch this spring and summer, and see which flowers you think are most often fragrant, white, pink, red, yellow, or blue.

SUGGESTIONS FOR MORNING TALKS.

BY GEORGIA A. HODSKINS.

GIVE the birds a very important place in your morning talks for this month. Don't be afraid to dwell on the imaginative side a little. "Mr. Bird's Winter in the South," "Why did Mr. Bird Come Back?" "The Bird Family's Northern Trip," and many similar talks will interest the children to begin with. Then they will be eager to see and tell you of every new arrival.

Read or retell to your class the "Birds of Killingworth" in connection with the topic "What Do the Birds Do for Us?" They will enjoy the story of it if too young to appreciate in full as written, and there are some beautiful "memory gems" in this for little tots as well as older pupils. Above all else, strive to create a love and sympathy for bird-life. Don't be satisfied with knowing their names. Don't be ambitious for the longest list. Be intimate with as many as you can, but you'll not find time to know many intimately. Don't say, "There are no birds here." The robin and the grackle are almost certain residents of any but the largest cities, and even there may usually be found in numbers in the parks. The oriole, though not quite as common, is more noticeable from his gaudy dress. The woodpeckers and vireos are numerous, but quieter than the first mentioned, and more soberly dressed than the orioles.

Spend much time on habits. Note food and its bearing on our needs. Birds of this month. Kingfishers' nests are interesting. The call is easy for the children to learn to recognize. It has been likened to a watchman's rattle. The children are quick to notice the band around his throat. They like the suggestion that he looks like a drum major, with the strap of his cap under his chin.

The cowbirds are easily seen by those who can reach the outskirts of the town, or may be seen in parks where cattle are kept, for they are rightly named. Lead the children to notice that they feed on the insects that the cattle startle as they wander through the fields; curious incidents of other birds bringing up the young cowbirds; her bad habit of leaving her eggs in the nests of other birds for them to hatch and rear.

Note shape of bird's feet. Number and arrangement of toes. If you can procure a few stuffed specimens, have lesson on the adaptability of feet and bill to life and habits. Compare feet of woodpecker, robin, snipe, duck, and hawk.

Botany should not be neglected. Try to teach the children how to gather wild flowers. If we continue to take root and branch, our native wild flowers will soon be exterminated. Watch the hepaticas, some of the children will say "liverwort." Varieties in color, size, and habitat. Some plants are sweet-scented, more commonly the white one, according to Burroughs. What advantage to the flower is its scent? Its color? The deep tones of the last year's leaves make a most beautiful color harmony with the dainty blossoms. If too difficult for the children to analyze, they can at least appreciate its beauty. See how Mother Nature watches over her baby buds. Look at their soft woolly coats. Can you find any other fur coats and hoods besides these that little Hepatica and the Pussy Willows wear? Look on the trees as well as the ground.

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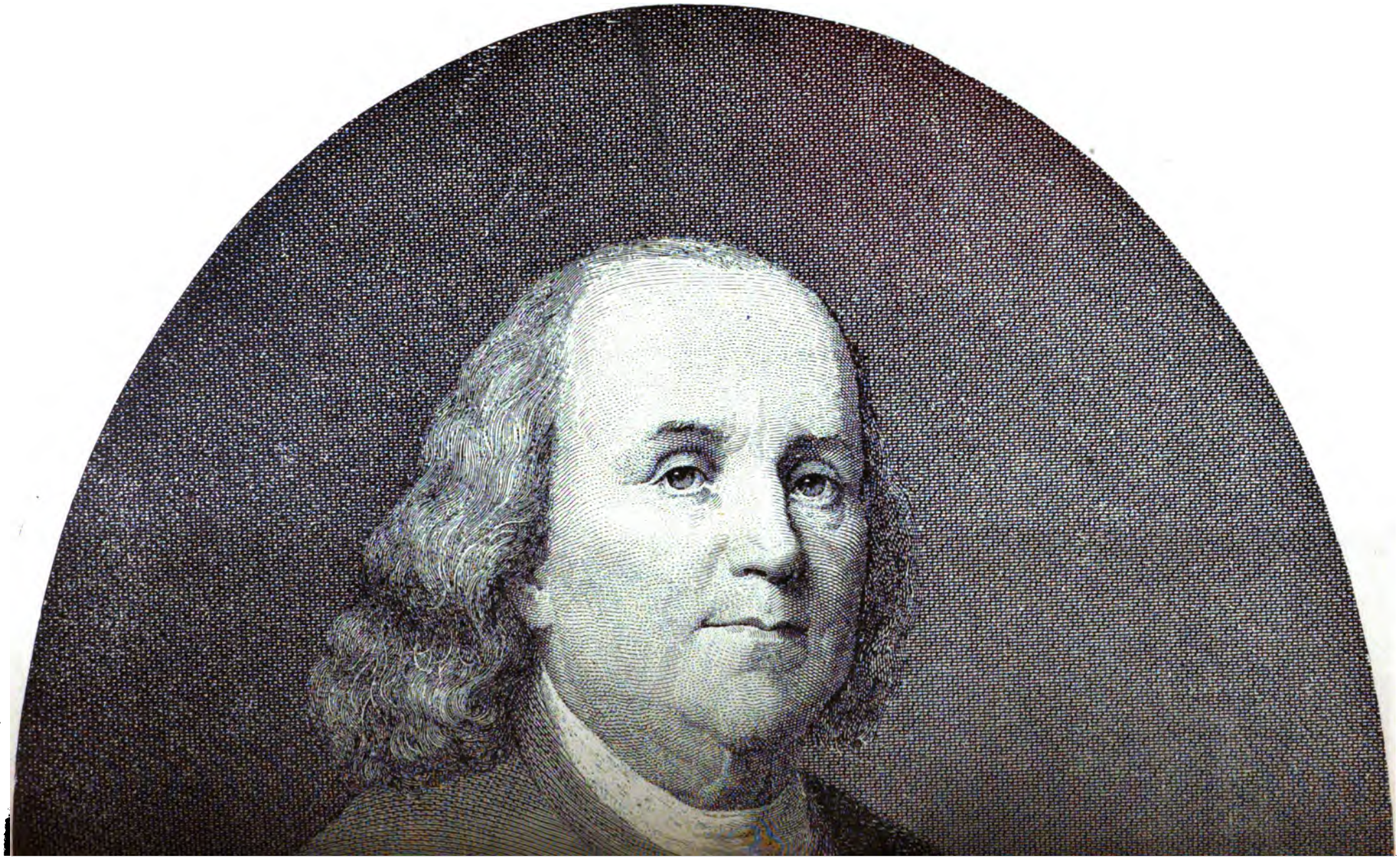
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Business Notes.

We intended to offer a new premium this month, but "Bird Neighbors" is such a great success that we propose to keep the offer open another month.

One superintendent writes, "It is the greatest premium offer you have ever made," and we are inclined to agree with him, although we have offered many valuable ones.

The book is a perfect gem; once in your possession, you would not take $5 for it, if another copy could not be obtained.

Just think of our being able to offer you absolutely free a large octavo volume of 350 pages, with 50 full-page pictures of birds in colors, for only three new subscribers to the *American Primary Teacher* or *Modern Methods!* It seems almost impossible, but it's true, nevertheless.

A volume like "Bird Neighbors" usually retails at three or four dollars. You can have a copy of the book and a year's subscription to the *American Primary Teacher* for only $2.25. Our advice to you, however, is, get the three new subscribers and secure the book *free.*

Again we would emphasize the fact that we want more local agents to push our papers and books at Teachers' Institutes and Summer Schools.

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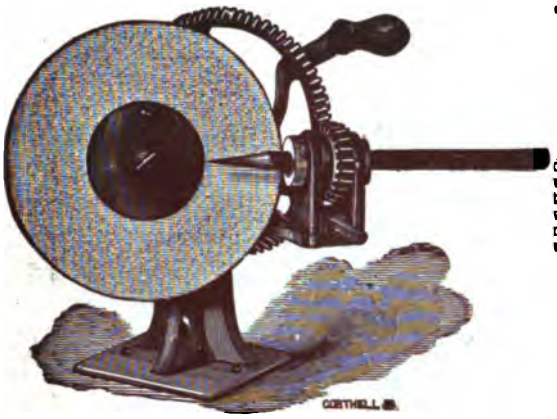
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AMERICAN · PRIMARY · TEACHER

Vol. XXI.—No. 9. MAY, 1898. A. E. WINSHIP, W. B. SHELDON, } Editors.

Mr. Winship's Conversations.

Memorial day should be patriotic without stirring up sectional feeling.

Why not even up the salaries of primary and grade teachers everywhere?

J. M. Greenwood of Kansas City is the president of the N. E. A. this year.

George E. Church of Providence is president of the American Institute of Instruction this year.

Jack-in-the-pulpit, shepherd's purse, and chickweed are good wild flower studies for May and June.

Ferns, mosses, lichens, and toadstools are among the studies for May and June that are often neglected.

Why not have a Chicago crusade all over the country until grade teachers everywhere receive a living salary?

Dandelions, daisies, apples, strawberries, buttercup, and clover are flowering plants easily studied in May and June.

Will it be feasible for you to attend a summer school? If so, it will pay you professionally, and, probably, financially.

Ella is a great name in Chicago just now. It was largely due to Ella F. Young and Ella G. Hull that the salary raise was secured recently.

Have exercise in reading about wonderful animals, the coral polyps, nest-building fishes, luminous animals, animal electricians, hibernating animals, etc.

If the railroads will make a $10.00 round trip rate from Cleveland and Chicago to Washington in July, as they do in April, they ought to give that city a lake deluge in midsummer.

Every grade teacher in the land ought to be grateful to Mrs. Ella F. Young and Mrs. Ella G. Hull for their great work in getting a uniform $1,000 salary for all grade teachers in Chicago.

It is a glorious thing to have congressional action in which there is no North, no South, no Democracy, Republicanism, or Populism, no silver or gold prejudice, but one grand patriotic effusion.

There have been no important educational official changes this year. The most serious is the retirement of Henry Sabin from the state superintendency of Iowa, and of O. C. Corson from that of Ohio.

The raise in salary in Chicago is a grand event in the history of primary and grade teachers. Primary teachers are placed on the same salary as the grade teachers, and all are to have a salary of $1,000 a year.

In the first grade the teacher should have no formal language lessons, but every wrong use of an important idiom, every striking grammatical error and mispronunciation should be corrected so far as it may be done incidentally.

It was Froebel who said that the ideas introduced from month to month should bear essential relations to the life of the child and to each other, and that the child should see more and more fully his own nature and that of the world.

The George Howland Club and the Ella F. Young Club of Chicago unite in advocating that principals of primary schools shall pass a rigid examination and shall have given evidence by their records of "unusual executive power while teachers." It is significant that teachers' clubs make such recommendations.

The grade teachers in Chicago have had more influence than architects for once. Let us have a season of thanksgiving and praise. Thousand dollar salaries are secured by appropriating as much for teachers' salaries as for schoolhouses. The architects may be depended upon to get in their work now, and the frills will come back upon the schoolhouses.

Primary teachers have great advantage over grade teachers, in that the exceptional high salaries are paid to those trained in primary schools. Primary supervisors are taken from these ranks and they often receive $2,500, and in some cases nearly $4,000. Most training school principals are taken from the primary school teachers and most of the successful women text-book authors are primary school teachers or have made their reputations in that service.

North Conway is one of the most beautiful mountain resorts in the country. The American Institute of Instruction will meet there for the first time July 5-8. The railroad fare from any point in New England will be very low and the board will be both good and cheap. The best fifty-cent mountain drive in America will be offered the teachers, while an all-day railway excursion through the Crawford Notch to Crawford's and Fabyan's will be provided for a mere trifle. This ought to be the largest meeting in the history of the institute. For circular address George E. Church, Providence, R. I.

Washington has the most adequate hotel accommodation at a reasonable rate of any city in which the N. E. A. has ever met. It is the most beautiful city on the continent, and has by all odds the most attractions for teachers of any city. It may be unfortunate that more teachers have been to Washington during the past ten years than have attended any three sessions of the N. E. A., but there are 300,000 left who have not seen the national capital. Organization and information about the ways and means of getting there and staying there ought to make this by far the largest meeting in the history of the N. E. A.

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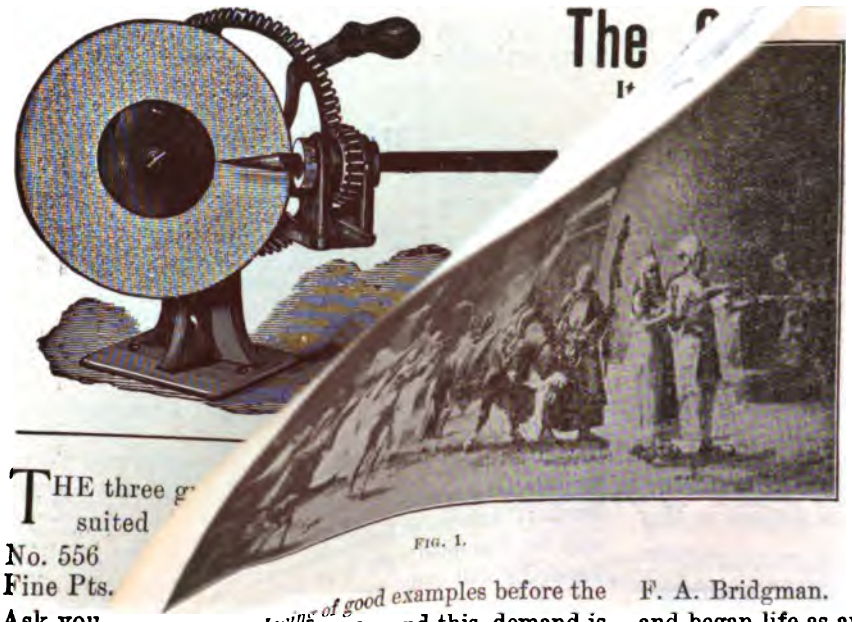
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FIG. 1.

Keep a list of the pictures of good examples before the eyes of the pupils is concerned,—and this demand is being met by *thoughtful* educators everywhere. It is our purpose in these papers, to show what practical use can be made of pure examples of the pictorial art, in inculcating lessons of permanent value in youthful minds, and, also, how they can be made auxiliaries to the regular school studies, such as history, geography, literature, and science.

All children are fond of animals, and as these have been the humble companions and faithful servants of man since the creation, answering to his various moods and stages of development, even, it may be well to begin with them. The outline of six lessons is given.

I. The procession of the royal bull, Apis-Osiris; by F. A. Bridgman (Fig. 1).

Animals were so highly regarded in ancient times that they were even worshipped by the people of the Orient,—who were, of course, pagans,— especially in Assyria and Egypt. (These countries to be pointed out on the map.) The highest divine powers were ascribed to Osiris, who was represented in their religious festivals by Apis, the bull. This is a very powerful and even savage animal, as all children know who have seen one tearing

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s; the strange characters called
preserve their history; the pecu-
people; the sacred lotus and tau
symbols; the baldachin; the strange musical instruments, could all be spoken of and thus constitute a most fascinating story of ancient Egypt and its people. Refer to Egypt as the land of the Pharaohs, one of whom oppressed the Israelites and brought down plagues; as the land to which Joseph was sold by his brethren and in which Moses was brought up till he led his people out into the Promised Land. The pupils might be asked to put the teacher's story into words or writing for next lesson.) The artist who painted this fine picture is an American, F. A. Bridgman. He was born in Alabama in 1847 and began life as an engraver for the American Bank Note Company, in New York. He has studied and painted mostly in Paris and has received the decoration called "Legion of Honor," for a painting called "The Funeral of a Mummy," which is owned by James Gordon Bennett, in New York.

II. The Greeks showed great skill in their treatment of lions and horses, as is shown by the famous frieze of the Parthenon and the gates of Mycenae. (Point out Greece and Athens, and have illustrations of the frieze if possible.) The Greek mythology contains many fascinating stories, several of them connected with animals. The story of Ulysses and his companions wandering ten years after the siege of Troy may be briefly told. The reason they were so



FIG. 2.

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PRIMARY TEACHER

the way was mostly due to their turning aside
v ought to have kept on. Once they visited
is represented as a woman very beautiful to
of a cruel disposition, for she turned all
near to admire her into swine. This



FIG. 3.

picture (Fig. 2) represents the companions of Ulysses as swine before the cruel Circe. Is it not a sad sight to see what was once men turned to these unlovely animals? It was because they did not attend to their duty, and when people neglect what is right, their character changes very unpleasantly, even though their bodies may remain the same; still one cannot keep a beautiful expression on the face if there are bad thoughts within. The belief that every person is followed by some animal who has the same characteristics as himself is expressed in the old Norse Sagas (state briefly what sagas were); so when we read there of the wicked girl calling the wolf to tell her what to do to get rid of her beautiful sister, it was really the bad heart of the jealous girl urging her on. (Refer to the animals symbolic of the evangelists: Luke [lion], Matthew [angel], John [eagle], Mark [ox].)

The artist who painted this is of French birth and is Briton-Riviere. He has given us a companion picture, as it is called, quite different in character. It is Daniel in the lions' den. (Fig. 3.) How many can tell me the story? (If no one can do so, let them look it up before next lesson.)

The Romans were devoted to animals as the sport of man, and exhibited great heartlessness in regard to them (point out Italy and Rome, and mention Rome's greatness), as is proven by their terrible sports of the arena, where wild beasts devoured, not only each other, but also the early Christians; and by their chariot races in the Coliseum, where noble horses were trampled to death. (Show the famous chariot race of Alexander Wagner, Hungarian artist, born at Pesth in 1838.)

III. The Saracens, Arabs, and Moors have played a great part in the growth of the civilized world by bringing the art, literature, and general culture of the East into Europe. We see their beautiful architectural works in southern Spain. (Point out Spain and speak of the division called Granada; refer to the Alhambra, and tell how beautifully our author, Washington Irving, has written about it.) These races are very fond of animals, as is natural, when we remember they are nomadic (explain that word), and so depend on animals. The Arabs have developed a magnificent breed of horse famous all over the world. These horses have wonderful speed and rare intelligence, as well as remarkable beauty of shape. Many famous artists have loved to paint them, among these being a Frenchman named Eugene Fromentin, who was born in 1820 in La Rochelle, where his father was a physician. He is one of the most famous of all modern animal painters. He was much in Algeria and painted scenes from its life.

This picture (Fig. 4) represents a hunt with falcons, and is in the famous French museum called the Luxembourg, which was once a palace of the French kings. (Point out Algeria, France, Paris.) Some pretty reference to ladies riding out with their hooded falcons can be made; also tell briefly some causes of the change from a palace to its present use.

Another very famous painter of Arabian horses is



FIG. 4.

Adolf Schreyer, who was born at Frankfort-on-the-Main in 1828. (Point out Germany and his native city.) Schreyer has received many medals for his paintings at expositions in Brussels, Vienna, Pari-

etc. (point out these cities), and some of his finest works are owned in the United States, where he is greatly admired.

It is very difficult and dangerous traveling across the desert on account of hostile tribes and the lack of water. The party represented in this picture (Fig. 5), called "A Halt in the Desert," have come to a green spot, an oasis, where there is a spring of water, and they are resting—both men and animals,—but so accustomed are the horses to see combat that although the men are smoking unconcernedly, the noble white charger is on the alert, almost snuffing danger afar.



FIG. 5.



FIG. 6.

This picture might have been called "The White Sentinel," so vividly does this beautiful animal express the character.

In those wide, hot desert plains, camels are used in long journeys more than horses are, on account of their having a large pouch for carrying water a great distance, so there is not the danger of their dying of thirst. The Arab represented in this picture (Fig. 6) has heard the call to evening prayer and has fallen on his knees on the ground, facing Mecca, to pay his devotion to Allah. (Explain Allah briefly.) How plainly we see it is evening rather than morning by the strong shadows cast so long and flat by both man and camel. The poor beast cannot be tied to a tree or a hitching post, so one leg is bound in that uncomfortable position to keep him from running away. I am afraid his feelings are not so peaceful as those of his master. The picture is called: "Prayer in the Desert," and is by a very celebrated French painter, Horace Vernet, who was born at Paris in 1789. He was a soldier and loved best to follow the army into foreign lands. He was a great favorite of the Emperor of Russia, for whom he executed many paintings. His memory is spoken of as marvellous, for he never forgot a shape, a shade, or an expression when he wished to recall a subject to paint it.

A TALK ABOUT AGASSIZ.

BY MARGARET M. STONE.

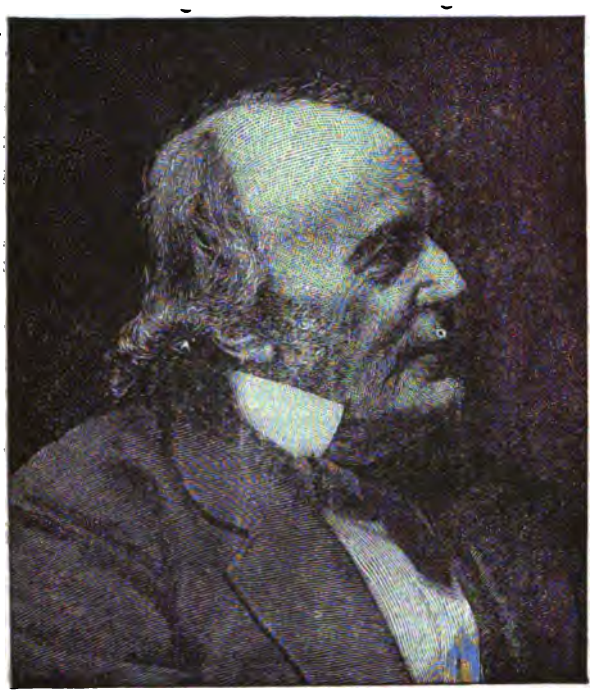
MORE than ninety years ago a baby boy was crying and crowing, and delighting the hearts of his happy father and mother in a pleasant home in Maine, while miles and miles away, across the wide blue ocean, another little child was opening his bright, wondering eyes for the first time, and beginning the study of this beautiful world of which he was to tell us so much during his life. As one of these boys grew older, he began to run about in Deering Woods, and to get acquainted with the sea and the hills, the trees and the flowers, around his dear New England home, and even to dream over the first of his sweet, melodious songs. At the same time, the other boy was growing up almost under the shadow of the Alps, wandering by the shores of the calm Swiss lakes, watching the speckled fishes as they splashed in the water, or listening to the song of the merry birds. How they both loved nature,—making all living things their friends!

Years passed; and one having crossed the Atlantic, these two boys, grown into men, met in the new world, and here they lived as the truest of friends. Although each possessed a decided individuality, there was also a striking resemblance between them. Intellectual and highly educated, they were, at the same time, simple and unassuming in their manners, and the face of each showed a genial, kindly, unselfish nature shining through.

On the twenty-seventh of February, we celebrated the birthday of the poet Longfellow, of whom the whole country is so justly proud. We spent a pleas-

ant morning reading of his quiet, yet busy life, and reciting extracts from his poems. We do well to remember our dear countryman, Mr. Longfellow, in this way; but why not also celebrate the birthday of his friend, who made our country his by adoption?

Louis John Rudolph Agassiz was born in the parish of Mottier, near Lake Neufchatel, Switzerland, May 28, 1807, making him only about three months younger than Longfellow. His father was pastor of St. Imier. He was liberally educated in Switzerland and Germany, studying at Bienne, Zurich, Heidelberg, and Munich, and received several degrees. He soon showed a special fondness for natural history, and during his useful life he added a great amount to





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the knowledge which had before been acquired by scientific men, particularly on the subject of fishes, to which he devoted himself quite exclusively for a long time. For seven years he studied fossil fishes, which he made the subject of one of his greatest works. He also studied the fishes of the Danube, and wrote a natural history of the fresh water fishes of Europe. In 1846 he came to Boston, where he lectured on animals and glaciers; and two years later, he was appointed professor of zoology and geology in the Lawrence scientific school in Cambridge. His journey to Brazil, and explorations in that country, are made very interesting in the account given by Mrs. Agassiz, who accompanied him. He also visited Lake Superior and Florida for scientific research. He died in Cambridge in 1873, a comparatively poor man. As he himself said, he had no time to make money; and besides that, he had no wish to keep it, because he was so eager to devote all he had to his life work. His monument in Mount Auburn,—a boulder from his native land,— is exceedingly appropriate; but a still grander monument, which will keep his memory fresh in many hearts, is the Agassiz Museum in Cambridge, for which he worked so hard. This is a large edifice among the buildings of Harvard College, fitted up in the most convenient and substantial style, and filled with everything that can make a museum useful and attractive,—in all, a wonderfully valuable collection. In the entrance hall is a fine bust of Agassiz by Powers, and the warm kindliness of his nature seems to look forth even from the cold, white marble. It would be of little use to try to enumerate even a small part of the specimens of animals, of both living and extinct species, which meet our eyes, as we wander through the spacious halls and galleries. I wish you all might see them,—the long-necked black alpaca and his brown brother; the tall giraffe; the queer black seals; the bison, with his immense head and thick brown fur; the Rocky mountain goat, with long, yellowish-white hair; the rough, ancient-looking rhinoceros; the giant squid from Newfoundland; and the skeleton of the finback whale, extending the whole length of the building. Then there are beautiful birds of all colors. Then you should see the actinoid polyps, so much like flowers,—some pink, some yellow, some brilliant green,—growing up and radiating from a centre; and the acalephs, which we can hardly believe are not made of glass. In this building, his delight and pride, Agassiz spent much of his time during the latter part of his life, and here he was taken with his last illness.

How much this great naturalist accomplished during the sixty-six years of his life! His study, his writing, his teaching, make up a sum such as is seldom accredited to one man's account. What a delight it was to listen to his pleasant, instructive lectures! With him, one seemed to see the sunshine as it gilded the tips of the tall ferns waving in the warm air ages ago, or the soft moonlight as it rested lovingly on the cold, cold glaciers as they slowly helped prepare the young earth to be a home for her human children.

From Agassiz's faithful, industrious, enthusiastic life we may learn a valuable lesson. He felt that he was in the world for a distinct purpose, and no labor seemed hard that would help it forward. He had great love for his work; and this, with industry, will secure a degree of success to anyone, even though he has not Agassiz's talents and education.

But to return to the idea of celebrating his birthday; how shall it be done? We can recite from Longfellow's poems, and feel that we are storing up treasures in our minds by committing them to memory; but we cannot learn Agassiz's scientific works word for word. No; let us learn what we can by reading from them; but to celebrate his birthday in school, I would carry out quite a different plan. It is this: Let Marion bring her collection of butterflies and beetles to school, and Bennie may bring some tadpoles, Nellie some specimens of rocks, and Alice and Edith any natural curiosities they may be able to find. Then, let us see what interesting and curious facts we can tell each other about these different things. Thus we shall have a delightful lesson in natural history, and we shall, at the same time, celebrate Agassiz's birthday, I think, in the way he would like best.

MOTHER NATURE'S CHILDREN.

BY KATHERINE E. DOLBEAR,
Jacob Tome Institute.

TREES, plants, rocks, birds, rivers, animals, people, water, air, fruits, cotton,—how many children Mother Nature does have! She is a wise mother, and teaches them all to work and to do their part in making the world bright and beautiful. Some of her children are very lively and always want to be running about; others are contented to stay quietly at home and do what they can for those about them.

What are Mother Nature's wisest children called? People? Yes, people,—like you and me. If Mother Nature calls us her wisest children, we must be careful that we always are wise and do what is best for her and for ourselves. Let us draw a little house on the board and call it Mother Nature's house for people. Does she wish them to help each other and be happy? She would be very sorry if her children did not wish to be kind; then, too, they would find that not one of them could get along alone. They must help each other, or else none could be comfortable or happy.

Mother Nature has some children who are not quite as wise as people, but who know a great deal and who help people to help each other. What are these children called? Animals. Let us make a little house for the animal family. What are the names of some of the children who live here? Bear, rabbit, squirrel, birds, horse, dog,— Yes, and how do they get along in the world? Do they help to make it bright and beautiful? Do they help each other and their wiser brothers and sisters?

Some of Mother Nature's children are not quite as wise as the animal family. They help the animals and the people, but they do it quietly and sweetly. Who are they? They are the plants. Trees, roses, and lilies, bushes, and grass, and vegetables live in the plant house.

And Mother Nature has some more children in the world. None of her wiser children could do without them. They are very quiet. Sometimes we think of them as asleep all the time, for they do not move, as little animals do, nor even as much as the plants do. Shall we make a house for them? Now what are their names? Air? Yes, that is one who lives there, just as the rabbit lived in the animal house. Water? Yes, that is another. Those are their first names. What is the name of the family which lives there? Mineral.

Now we have Mother Nature's village built, I wonder what the different children will find to do. We go to the grocery store and the fruit store for food, to the shoe store for our shoes, and to the dry goods store for our clothes in our own little village. What should we do if there was no grocery store, no shoe store, and no dry goods store? Do we need them here to keep the town comfortable and happy and busy? One man supplies us with food, another with clothes, another with shoes, and still others furnish fuel and light and books. We need them all and could not do without them.

It is just so in Mother Nature's village. In the mineral house live a great number of helpers. They give us coal to burn, rock to build houses of; they give us air to breathe and water to drink; they make beautiful hills and valleys, and pretty little ponds and rivers for us to enjoy and to use. Not for us alone to use, but for all Mother Nature's children to use and delight in. How happy the little ferns are, peeping out of a tiny crack in the great rock wall,—and how the rabbit likes to scamper into his strange little home in the ground!

In the plant house live all the beautiful flowers which make us so happy, and the tall trees which give us shade. The sweet blossoms give honey to the bees and the thick trees give the birds pretty places in which to hide their nests.

The grass grows long and sweet for horses and cattle to eat.

The trees and vines grow tall, but toss down their fruit one and all.

If the rocks and the air and the water, and the flowers and birds and bees are so willing to help in the world, surely we, Mother Nature's wisest children, should gladly do our part and do it well.

Morning Talks.

May—Underlying thought: Happy days.

See, the fair blue sky is brighter,
And our hearts with hope are lighter;
All the bells of joy are ringing,
And our grateful voices singing.
What is this the flowers say?
The flowers say 'tis lovely May.

Topics.—Spring flowers; spring vegetables; bright colors; sowing seeds; planting seeds; the farmer; his tools; iron; the miner; May walks; May poles; the wheel; the mill wheel; the miller; the baker; potted plants; watering plants; garden tools; the gardener; Memorial day; marching; our flag; our soldiers; our president; our country; patriotic songs.

THE DANDELION.

BY JOHN SECOR.

AMONG the earliest of spring's heralds we find the dandelion, the delight of childhood, growing on velvet lawn, on rocky slope, anywhere, everywhere, blending its rich gold with the fresh green of springing grass and herb. Too often it is passed by for fairer flowers, but to the child and to the poet it is a source of enjoyment, a theme for deepest thought.

"Dear common flower that grow'st beside the way,
Fringing the dusty way with harmless gold,
First pledge of blithesome May,
Which children pluck, and, full of pride, uphold—
High-hearted buccaneers, o'erjoyed that they
An Eldorado in the grass have found
Which not the rich earth's ample round
May match in wealth—thou art more dear to me
Than all the prouder summer blooms may be."

What fairer creation can we present to the child for his study? Let us leave the schoolroom and go out along the shady highway, that this favorite may speak to us from out its bright surroundings. If it could speak to us of its history, it would tell us that its original home was in Europe, but that because of a strong desire for the companionship of man, and

its ready means of dissemination, it has followed him now east, now west, into cheerless Siberia and across every hill and valley of our own land. Its name is probably derived from the French "dents de lion," because of the fancied resemblance of its white roots, its notched flowers, or its jagged leaves, to the teeth of the lion.



Fig 1

It might tell us that it belongs to a numerous family, compositae (compound), which embraces one-tenth of the known species of plants, one-eighth of which are indigenous to North America. Few of this family belong to the springtime, but in summer are more frequently found, while they constitute the largest part of the floral wealth of autumn. Just as the dandelion is confined to no one place, neither is its season bounded. From early spring on through to autumn's frosts it lifts itself on every hand.

Now with this little subdued, expectant group about us, let us select a plant for further study. Who are its neighbors? What the soil? Carefully removing the earth from around its roots, let us take it into the schoolroom and provide it with water that we may continue our study.

STUDY OF PLANTS AS A WHOLE.

(a) Root.

1. As to color, shape, length, brittleness, rootlets, etc.

2. Uses of—

Support plant in earth.
Take up food from earth.
Storing up some nourishment. Why?
Medicinal value, etc.

(b) Stem.

The stem being that from which the leaves are borne, the upper portion of the root, we may say that this plant is virtually without a stem, or acaulescent. Present a plant whose leaves are borne upon the stem that this distinction may be plain to the child.

(c) Leaves.

Where borne? Give other examples, as plantain, shepherd's purse, etc.

Parts of—stipules, petiole, blade. Are all present in the dandelion?

Veining of.

Margin of. Do the teeth in the main project forward or backward? Is such an arrangement common?

Uses of.

(d) Inflorescence.

1. Flower stem—hollow, brittle, milky, radical, etc.

Length of flower stalk in old specimens compared with that of young. What is the advantage of the long stalk of the old flower?

2. Calyx (involucre).

How many rows of bracts are found in the involucre?

How do the outer ones differ from the inner ones?

What is the position of these bracts in the morning? at noon? at night? Does this suggest the value or use of these bracts to the flowers within.

3. Receptacle. (Fig. 2.)



Fig 2

Is the receptacle concave or convex? Compare the receptacle of an old flower with that of a fresh one. What is the difference? What advantage is thus suggested?

4. Flowers.

Study the flowers both in position on the receptacle and separately. (It will be observed that there are many separate flowers crowded upon the receptacle, hence composite or compound in plan.)

Which flowers bloom first, those upon the outer margin of the receptacle or those on the inner portion. Observe the same point in the daisy, the sunflower, and other compound flowers.

Notice that each of these little separate flowers is as complete in structure as are our larger simple flowers; i. e., that each has calyx, corolla, stamens, and pistil. (Fig. 3 and Fig. 4.)



Fig 3



Fig. 4

The calyx consists of a limb of the white hairy bristles located just beneath the ovary (seed). Examine both new and old flowers.

Just within the calyx find the yellow strap-shaped corolla. How many notches are found on its outer

margin? This indicates to us something of the plan of the flower. Some plants, as the lily, has each of the parts of its flower made up of three or a multiple of three pieces. Such a flower is three-merous What is the plan in the dandelion?

Surrounding the style will be found five stamens grown together by their anthers. From these anthers comes the yellow dust (pollen) which we may obtain by rubbing the flower in the hollow of the hand.

Extending upward from the ovary is the style, whose summit divides into two parts. These three, the seed (ovary), the style, and the stigmas constitute the pistil.

Words to be Distinguished—Like and Love.

"To like" means to be pleased with.

"To love" means to have affection for.

IMPRESS upon the children that we like the things that are agreeable or pleasant to us, but we love or feel affection for our relatives and friends.

Fill each of these blanks with some form of like or love:—

1. Do you —— your parents?
2. Do you —— to hear the birds sing?
3. My mother —— me and I —— her.
4. I —— to hear the rain fall upon the roof.
5. The soldier —— his country and is willing to die for it.
6. Who said "—— one another"?
7. Which do you —— better, apples or peaches?
8. Mamma —— her baby.

—School News.

The Crab and His Mother.

BY ANNIE G. DUNN,

Lewiston [Me.] Training School.

PREPARATION.

Teacher.—How many of you have ever seen a crab? What does it look like?

Child.—It looks like a large spider.

Teacher.—Is there anything funny about the crab?

Child.—It walks funny.

Teacher.—How does it walk?

Child.—It walks crooked.

Teacher.—Now I will tell you a story about the crab and his mother.

PRESENTATION.

Tell story and have children reproduce in their own words.

SUMMARY.

Teacher.—What is the story about?

Child.—The story is about a crab and his mother.

Teacher.—What did the little crab's mother ask him?

Child.—She asked him if he could walk no better.

Teacher.—What did the little crab say?

Child.—He asked his mother to show him the way, and told her that he would try to walk as she did.

Teacher.—Then what happened?

Child.—The mother could not walk any better than the little crab, so he laughed at her, and told her that when she could walk well herself, to show him how.

Teacher.—Now, who can tell me what we can learn from this story?

Child.—We should not try to correct others unless we can correct ourselves.

APPLICATION.

Teacher.—If you saw some boys playing marbles, and one boy made another stop playing because he cheated, while he himself was cheating, what would you think?

Child.—I think that he should stop cheating himself before trying to make any one else stop.

The Trailing Arbutus.

BY EUNICE M. BEEBE.

See this dear little flower.
How fragrant it is!
Do you know its name?
Many people call it arbutus.
We like to call it the Mayflower.
Does it blossom in the month of May?
What ship was called the Mayflower?
Is the flower named after the ship?
These little flowers grow in clusters.
Some of the clusters are very pink.
Some are nearly white.
The green cup that holds the flower is the calyx.
The little pink star is the corolla.
In the buds the calyx hides the corolla.
It takes care of the baby flower.
From what does the calyx protect it?
See these thick green leaves.
How rough they are! Some of them look rusty.
How strong they look!
Did they grow this spring?
The Mayflower is an evergreen.
Where do Mayflowers grow?
Did you ever hunt for them in the early spring?
Where do you find them?
How do they grow?
We call them trailing arbutus. Can you tell why?
We find it hiding under the dry brown leaves.
It is a brave little plant.
Why do we call it brave?
We must be careful when we pick its flowers.
Do not hurt the little roots.
We all love this brave little flower that comes so early in the spring.
It fills the air with its fragrance.
How can we be brave and sweet as the Mayflower?

—School Education.

Desk Work—Puzzles.

Drop-letter puzzles are made by simply omitting the alternate letters in words, indicating the omission by a dash. The answers are found by supplying the proper letters.

A little help from the teacher will enable the pupils to enjoy making the puzzles quite as much as answering them.

Here are some suggestive ones:—

I. Of what are the following the capitals?

1. -o-t-n.	3. -a-h-n-t-n.	5. -e-n-.
2. L-n-o-.	4. -a-i-.	6. -i-n-a.

II. From what states do the following products come? But one state for each.

1. -r-n-e-.	3. -o-a-c-.	5. -u-a-.
2. h-m-.	4. r-c-.	6. c-a-.

III. Where are the following famous rivers?

1. -i-e.	3. -i-s-s-i-p-.	5. D-n-b-.
2. G-n-e-.	4. A-a-o-.	6. -h-n-.

We present as our supplement for the month a portrait of Benjamin Franklin.

CLOSING DAY.

SOME RED-LETTER DAYS.

BY JEAN HALIFAX.

NEW YEAR'S DAY.

CURTAINS drawn, revealing stage with only an old man and a large clock in sight. The clock hands point to one minute of 12. If there are no doors behind the stage, arrange sheets and screens to resemble the two needed. As the clock strikes 12, the Old Year passes out of one door, as the New Year enters by the other. The Old Year should wear white wig and long white beard. Looks back regretfully. (One of the larger boys is chosen for this part.)

The little New Year may be either a boy or a girl, dressed in white cheese cloth, trimmed with white fur or cotton batting. Sprinkle the suit with sparkles of "snow crystals." He holds out toward the spectators a new record book (open, that its clean, white pages may be seen), and shouts pleasantly, "A happy New Year!"

RECITATION.—"The book of the new year is open," or,

"Ring out the old, ring in the new,
Ring, happy bells, across the snow."
—Tennyson.

ST. VALENTINE'S DAY.

Little boy dressed as Cupid, in white suit dotted with red, silver, and gold-paper hearts, bow and arrow slung over his back, and a valentine in his hand. Letter box attached to post at end of stage. Cupid mails his valentine.

"The Story of St. Valentine's Day," read by girl or boy.

WASHINGTON'S BIRTHDAY.

Martha Washington in costume at back of stage. George and his father in foreground. George has his hatchet in his hand. (Smallest boy in school will do for this part.)

RECITATION (from Eggleston's "Stories of Great Americans").

THE LITTLE HATCHET.

He had a hatchet—little George—
A hatchet bright and new,
And sharp enough to cut a stick,
A little stick, in two.

He hacked and whacked and whacked and hacked,
This sturdy little man;
He hacked a log and hacked a fence,
As round about he ran.

He hacked his father's cherry tree,
And made an ugly spot;
The bark was soft, the hatchet sharp,
And little George forgot.

You know the rest. The father frowned,
And asked the reason why;
You know the good old story runs,
He could not tell a lie.

The boy that chopped that cherry tree
Soon grew to be a youth;
At work and books he hacked away,
And still he told the truth.

The youth became a famous man,
About six feet in height,
And when he had good work to do,
He hacked with all his might.

He fought the armies that the king
Had sent across the sea;
He battled up and down the land
To set his country free.

For seven long years he hacked and whacked,
With all his might and main,
Until the British sailed away,
And did not come again.

EASTER.

Scene.—Stage in green and white leaves, evergreens, and flowers. A large, moss-covered cross (in foreground), with white flowers dotting the green. By its side, close to the green pedestal, stands a girl in pure white. Over her head sway a line of bells, covered with green leaves and flowers. A string is attached to the end of the line, and some one gently swings it, so that the bells move and seem to ring. (The real ringing is behind the scenes, where some one softly rings some tiny, silver-voiced bells during the whole scene and recitation.)

RECITATION.—"Ring, happy bells" (by Lucy Larcom).

"RING, HAPPY BELLS."

"Ring, happy bells of Easter time!
The world is glad to hear your chime,
Across wide fields of melting snow
The winds of summer softly blow,
And birds and streams repeat the chime
Of Easter time.

"Ring, happy bells of Easter time!
The world takes up your chant sublime:
'The Lord is risen!' The night of fear
Has passed away, and heaven draws near;
We breathe the air of that blest clime
At Easter time.

"Ring, happy bells of Easter time!
Our happy hearts give back your chime!
The Lord is risen! We die no more!
He opens wide the heavenly door;
He meets us while to Him we climb
At Easter time."

MAY DAY.

WINDING UP THE MAY POLE.

Little girls in white dresses trimmed with daisies, etc. Wreaths of green leaves on their heads. All are holding the ends of strips of glazed paper-muslin three or four inches wide, and long enough to be fastened to a revolving head-piece on top of the May pole.

The "ribbons," or strips, should be of red, white, and blue. When fastened to the top of the pole, arrange white and colored ones alternately.

As the curtain is drawn, the music should strike up a quick, bright tune, polka time, and the children begin the winding. Unwind, reverse, and wind again several times, to the music.

When the May pole has been wound, the little revelers choose their May queen. The "fairiest, sweetest lass" steps a little apart from the others. A screen is pushed aside, revealing a flower-covered throne. The little queen takes her place there, and all sing (throwing some of their flowers at the feet of the queen as they surround her throne).

Tune: "Battle Cry of Freedom" (from Kavanaugh's "Juvenile Speaker").

SONG.—"We are coming from the wildwoods."

"We are coming from the wildwoods
Of hills and meadows green—
Singing the pleasant song of summer!
We are bringing fairest flowers
To crown our May-day queen—
Singing the pleasant song of summer.

Chorus.—"May day forever! Hurrah for the May!
Hurrah for the queen of this bright, sunny day;
Shout for the queen of the merry, merry May,
Singing the pleasant song of summer!

"We will bring the sweetest roses
To twine with evergreen—
Singing the pleasant song of summer!
And fresh, bright, fragrant posies,
To crown our chosen queen—
Singing the pleasant song of summer."

Repeat chorus.

MEMORIAL DAY.

A boy in the blue and one in the gray uniform, standing on either side of the flag, clasping hands on the staff of the flag.

RECITATION.—"The Blue and the Gray" (Francis H. Finch).

"By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave-grass quiver,
Asleep are the ranks of the dead.

Chorus.—"Under the sod and the dew,
Waiting the judgment day;
Under the one the Blue,
Under the other the Gray," etc.

INDEPENDENCE DAY.

A little boy in a red and white suit, with large blue necktie. Carries a flag, which he unfurls and waves above his head at the close of his recitation. Drape back of stage with flags, also.

RECITATION.—"A Good Country" (by Clara J. Denton).

"I wear these three colors to-day,
The beautiful red, white, and blue,
Because 'tis the Fourth of July,
And I thought I'd celebrate, too.

"I know that our country began
(Though I'm sure I cannot tell why)
One morning so long, long ago,
And that was the Fourth of July.

"But one thing for certain and sure
I've found out, although I'm so small,
'Tis a country good to be in
For little folks, big folks, and all."

SONG.—"America."

THANKSGIVING DAY.

Puritan maiden, in cap, kerchief, and cape. Recites "Thanksgiving."

Oh, into the past the years have fled,
Till centuries high they've piled,
Since the brave little band of the Puritans
Sailed over the ocean wild.

Over the surging, pathless sea
They sailed, to the unknown west;
Home and kindred behind them lay,
But they loved their Lord the best.

Then bitter and cold from his icy home
Came the North wind's biting breath,
And part of that brave little Pilgrim band
Grew silent and cold in death.

But though stern winter's icy reign
Was bitter, yet at length 'twas past,
And, heralded by singing birds,
The glorious springtime came at last.

Feeble and weak that little band,
They plowed the soil and sowed the seed,
And then with trusting hearts they prayed
That God would help in time of need.

The prayer of faith is always heard,
And summer sunshine, dew, and rain
God freely gave, till all the fields
Were white with ripened golden grain.

And when once more the autumn woods
With purple, red, and gold grew gay,
The little band of Puritans
Together kept Thanksgiving Day.

—Lizzie M. Hadley.

CHRISTMAS DAY.

A Christmas tree, surrounded by a group of children, who, as soon as the curtains are drawn, begin to sing

"Ring, ye merry Christmas bells,
Ring the precious story," etc.

The line of bells used for "Easter" appear in this scene also, but covered now with cotton, holly, and "snow crystals." They are gently swayed, while merry little bells ring softly behind the screen.

[Of course these are only a few of the "days" which could be used—perhaps the most appreciated by the little ones, who do not understand Labor Day, etc., as well as the "Fourth," etc. We wound up with one of the pretty, popular "drills" and "marches," which both old and young enjoy.]

Molly Pitcher.

[Adapted from Harper's Round Table.]

ALL histories of the United States make mention of Molly Pitcher, who served as a soldier in the Revolutionary War. Her maiden name was Mary Ludwig, and she was the daughter of Dutch parents, who lived in Pennsylvania. When about twenty years old she married John Casper Hayes, the barber of Carlisle, Pa.

When the war broke out her husband enlisted, and when his regiment was ordered to the front Molly marched with it as cook in her husband's battery.

At the battle of Monmouth Hayes was wounded while "serving" his gun; and Molly, when she heard of his fall, rushed to his place, and, till the battle was over, did as good service as the best-drilled battery man. When the fight was over Molly brought water for the wounded, and it was from this service that she came by the name "Molly Pitcher." Soon after this Molly was left a widow, and later she married John McCauley, with whom she led an unhappy life.

When Molly was nearly seventy-five years old, the legislature of Pennsylvania voted her a gift of $40 and a pension of $40 a year for her services during the Revolutionary War. She lived to be nearly ninety, dying on the twenty-second of January, 1833. She was buried "with the honors of war" in the old Carlisle cemetery. On the fourth of July, 1876, the citizens of Carlisle erected a handsome monument over her grave. The inscription is as follows:—

Molly McCauley,
Renowned in History as "Molly Pitcher,"
The Heroine of Monmouth,
Died January, 1833.
Erected by the Citizens of Cumberland County,
July 4, 1876.

PRIMARY NUMBER WORK.—(I).

BY ELLA M. POWERS.

FOR exercises in sight number work and to develop the pupil's perceptions hold up a large printed poster or auction bill, saying:—

"How many letters in the word at the top?"

The paper is quickly turned. Again show the bill-poster.

"How many words on the first line?"

Quickly turn the paper.

"How many lines on the front of this?"

Other questions may follow.

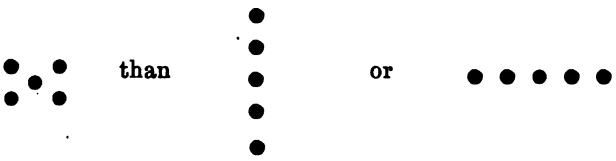
Again, hold up a string of spools for a quick glance. "How many?" Allow no guessing.

Again, take a handful of small books and hold before the pupils but a fractional part of a minute.

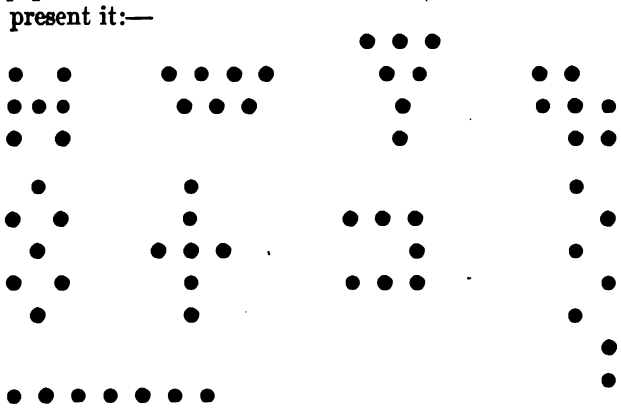
"How many books, children?"

In these exercises, give a variety of presentations and but a moment for observation.

It is far easier to detect at one glance:—



Prepare a variety of combinations of the new number. These may be quickly drawn on heavy manilla paper before the recitation. If the number be seven, present it:—



From these varied presentations the children learn to observe quickly.

They will write for busy work from this chart such examples as:—

3+1+3=7
4+3=7
3+2+1+1=7
2+3+2=7

Upon small cards write single combinations of numbers, as far as the children have taken. The examples should be of as great a variety as possible, as:—

4+5=?	½ of 10=?
3×6=?	8−?=6
9÷3=?	2+?=9
7−4=?	6×?=12

These cards may be placed in the centre of the table together; the children gather about the table, each child draws one, raises his hand when he has the answer, keeps the card, and draws another. The pupil who has the most cards in his hand, when those in the centre are all drawn, wins the game. The cards should not be too easy nor too difficult, but should be of such a character as to demand thinking, and many of them should be of a combination which shall introduce the new numbers.

No game should be pursued too long. Stop before the interest fails, for little ones require constant change. For examples in number work, let the children string twenty beads, leave six inches of string and tie a knot. The pupils can fasten this string to the felting of their desk cover, and slide the beads back and forth as the teacher's words suggest.

"Show me 20 — 8."

"Take 9 from 20."

"Show me 8 -|- 4 at one end of the string. How many beads left? 20—12 are how many?"

Let them try to arrange the beads in as many equal groups as possible. They will arrange them in twos. "How many twos in twenty?"

Again arrange them in groups of four, five, ten.

Deduce and copy examples in division, as:—

20÷2=10. 20÷4=5. 20÷5=4. 20÷10=2.

Then the same questions may be asked without beads.

If there be no felt desk covers, the strings of beads may be tightly secured at each end to cardboard.

In all primary examples, at first let the objects be familiar, as:—

How many panes of glass in one window? How many in all the windows in our room?

How many seats in one row? How many in —— rows?

How many pupils are present?

How many unoccupied seats?

How many little eyes in one row? How many eyes in our school? How many pairs of eyes?

How many fingers have you? How many have all?

How many hours are you in the school in one day? How many hours in one school week?

How many times do you recite in one day? In one week?

How many figures on the clock? Write them in two ways.

How old are you? Write the number in three ways. What is the sum of the ages in your row?

How many stripes in the flag over our desk? How many red stripes? How many white stripes? How many stripes in two flags?

Tiny Lessons for Tiny People.

BY A. B. Y.

Fill in the following blanks:—

The —— mews.	The —— twitters.
The —— barks.	The —— neighs.
The —— bleats.	The —— moos.
The —— crows.	The —— grunts.
The —— cackles.	The —— squeaks.
The —— croaks.	

Color Questions.

What is the color of the flower of each of the following:—

Solomon's seal.	Bellwort.
Marsh marigold.	Arbutus.
Japanese quince.	Lily of the valley.
Sunflower.	Calla.
Liverwort.	Apple.
Thistle.	Mullein.

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All children are fond of animals, and as these have been the humble companions and faithful servants of man since the creation, answering to his various moods and stages of development, even, it may be well to begin with them. The outline of six lessons is given.

I. The procession of the royal bull, Apis-Osiris; by F. A. Bridgman (Fig. 1).

Animals were so highly regarded in ancient times that they were even worshipped by the people of the Orient,—who were, of course, pagans,— especially in Assyria and Egypt. (These countries to be pointed out on the map.) The highest divine powers were ascribed to Osiris, who was represented in their religious festivals by Apis, the bull. This is a very powerful and even savage animal, as all children know who have seen one tearing up the ground in a country pasture, and as it was difficult for men to subdue, it was selected as one type of the great power, which all nations and even savage tribes have recognized. In this picture the animal is shown decorated with most precious embroideries and with flowers, and heads the procession to the temple. (The temples; the strange characters called hieroglyphics which preserve their history; the peculiar type of the people; the sacred lotus and tau symbols; the baldachin; the strange musical instruments, could all be spoken of and thus constitute a most fascinating story of ancient Egypt and its people. Refer to Egypt as the land of the Pharaohs, one of whom oppressed the Israelites and brought down plagues; as the land to which Joseph was sold by his brethren and in which Moses was brought up till he led his people out into the Promised Land. The pupils might be asked to put the teacher's story into words or writing for next lesson.) The artist who painted this fine picture is an American, F. A. Bridgman. He was born in Alabama in 1847 and began life as an engraver for the American Bank Note Company, in New York. He has studied and painted mostly in Paris and has received the decoration called "Legion of Honor," for a painting called "The Funeral of a Mummy," which is owned by James Gordon Bennett, in New York.

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The Romans were devoted to animals as the sport of man, and exhibited great heartlessness in regard to them (point out Italy and Rome, and mention Rome's greatness), as is proven by their terrible sports of the arena, where wild beasts devoured, not only each other, but also the early Christians; and by their chariot races in the Coliseum, where noble horses were trampled to death. (Show the famous chariot race of Alexander Wagner, Hungarian artist, born at Pesth in 1838.)

III. The Saracens, Arabs, and Moors have played a great part in the growth of the civilized world by bringing the art, literature, and general culture of the East into Europe. We see their beautiful architectural works in southern Spain. (Point out Spain and speak of the division called Granada; refer to the Alhambra, and tell how beautifully our author, Washington Irving, has written about it.) These races are very fond of animals, as is natural, when we remember they are nomadic (explain that word), and so depend on animals. The Arabs have developed a magnificent breed of horse famous all over the world. These horses have wonderful speed and rare intelligence, as well as remarkable beauty of shape. Many famous artists have loved to paint them, among these being a Frenchman named Eugene Fromentin, who was born in 1820 in La Rochelle, where his father was a physician. He is one of the most famous of all modern animal painters. He was much in Algeria and painted scenes from its life.

This picture (Fig. 4) represents a hunt with falcons, and is in the famous French museum called the Luxembourg, which was once a palace of the French kings. (Point out Algeria, France, Paris.) Some pretty reference to ladies riding out with their hooded falcons can be made; also tell briefly some causes of the change from a palace to its present use.

Another very famous painter of Arabian horses is



FIG. 4.

Adolf Schreyer, who was born at Frankfort-on-the-Main in 1828. (Point out Germany and his native city.) Schreyer has received many medals for his paintings at expositions in Brussels, Vienna, Paris,

"Since I have no picture of the guanaco, let me tell you about it. It is larger than the true llama, the male when full grown being about seven or eight feet long and standing about four feet high at the shoulder. It is altogether heavier in build than any other llama. Its coat is of light reddish color and rather woolly.

"In one way, the guanacos are quite unlike camels, for they can swim. Voyagers through the straits of Magellan have seen them swimming from island to island. They are fond of salt, like all cud-chewers, and will drink salt-water to get it.

"The other wild member of the family is the vicuna, a much smaller and more slender animal. It is smaller than the true llama. It is valued by the Indians both for its flesh and for its wool, which is exceedingly fine and soft. It grows quite long in places,—as you see,—and is mostly of a soft brown color. Nowadays white men have come to value this wool, too, and nothing in wool is choicer than vicuna cloth,—it is so light and soft.

"Let me tell you how the Indians capture the vicunas. They make a great round enclosure, half a mile across, with an opening on one side. For fencing, they use stakes and cords hung with bright bits of cloth. These frighten the vicunas and so prevent their trying to break through.

"The Indians, when all is ready, make a wide sweep into the mountains and drive into the enclosure all the herds of vicunas within reach. There they catch them by means of the bolas and kill them. The bolas is made of two or three stones or weights of some sort, each tied to a cord, all three cords being tied together at the other end. This bolas is whirled and so thrown as to entangle the animal's feet, and so throw it.

It seems a cruel and destructive way to get these animals, and in 1826 a law was made that they should be captured and shorn and then set free. But this is impossible to do, on account of their wildness.

It might prove very unpleasant, too, for vicunas and all other llamas have a most disagreeable manner of defending themselves. They spit upon the offender a mouthful of half-chewed grass.

"This habit is so common that notices have to be posted up about the enclosures of these animals at zoological gardens explaining the habit, lest the easily-irritated beasts should vent their ugliness upon the passers-by.

"I am sorry to say nothing better of their dispositions, but they, like the camels, are rather ugly, and obstinate, too. More than that, they are stupid, and their patience, as shown in the case of the true llama, is a dull submission, rather than a fine quality born of intelligence and affection for a master.

"A look into the mouth of a llama would suggest another means of defense and of offense also. Between the cutters and the grinders are well-developed canines used to bite, not food, but enemies.

"The Incas domesticated,—probably again from the guanacos,—animals for the sake of their wool. By careful breeding a race of very long-haired animals has been produced known as alpacas,—very different from the burden-bearing llamas, smaller, shorter-limbed, with long, lustrous, or shining hair, in color black or dark brown.

"Here again the Indians are not the only ones who realize the value of this wool, for much of it is woven by people here and in Europe into fine cloth for ladies' dresses. Its beauty lies in its lustrous quality.

"Of the two domestic races, the Alpaca is perhaps the more useful now, for the llama has been largely replaced as a burden-bearer by the donkey, an animal unknown in Peru till the Spaniards introduced it."

The usual review and blackboard summary closes the lesson.

REPRODUCTION EXERCISES.

TWITTER AND TWEET.

[Adapted.]

[The two following stories may be written upon the blackboard and read aloud by second and third primary grades before oral or written reproduction]:—

TWITTER and Tweet lived in a little brown house in Cherry-tree town. When they were large enough to fly, their mother gave them some good lessons. One was, "Be careful what you eat. Until you are wiser it will be best for you to eat only worms; they are safe and wholesome. There are some bugs that are very good food; but there are others that are harmful, and I cannot trust you to choose." One day the little birds were hopping along on the grass, where they found a fat little bug. It looked so nice, and both birds were so hungry, they said, "Let's eat him; I'm sure this is a good kind," said one little bird. "We'd better be hungry every day than disobey our mother just once," said the other little bird. "That's so," said Twitter, and away they both flew.

MAY'S GARDEN.

[Selected.]

[This may be used with second grade primary, copied once, and sentiment reproduced orally.]

MAY had a little garden in which the weeds popped their green heads up before the good seed had time to sprout. She had to pull some out every day, or they would have smothered her flowers.

May's heart is a little garden, and there is good seed planted in it; but she must watch every word and thought and act, for the naughty ones are like weeds, and will smother the good ones. She does not want to raise weeds and briers where sweet flowers can grow.

The Rose, the Bird, and the Brook.

"I WILL not give away my perfume," said a rosebud, holding its pink petals tightly wrapped in their tiny green case. The other roses bloomed in splendor; and those who enjoyed their fragrance exclaimed at their beauty and sweetness; but the selfish bud shriveled and withered away unnoticed.

"No, no," said a little bird, "I do not want to sing." But when his brothers soared aloft on joyous wings, pouring a flood melody, making weary hearers forget sorrow and bless the singers, then the forlorn little bird was lonesome and ashamed. He tried to sing, but the power was gone; he could make only a harsh, shrill chirp.

"If I give away my wavelets, I shall not have enough for myself," said the brook. And it hoarded all its water in a hollow place, where it formed a stagnant, slimy pool.

A boy who loved a fresh, wide-awake rose, a buoyant, singing bird, and a leaping, refreshing brooklet, thought on these things, and said: "If I would have, and would be, I must share all my goods with others; for,

"To give is to live;
To deny is to die."

—Kind Words.

A VISIT TO THE DOG CEMETERY.

BY GERTRUDE R. FULTON.

[Adapted from "Our Animal Friends."]

WHILE in London we decided one day to visit the dog cemetery in Hyde Park. As it is very seldom visited by Americans, we had some difficulty in locating it; indeed, it seems to be not generally known by Londoners. It was a typical London day when we asked the desired information from a waterproof clad policeman, who said he believed there was a graveyard for dogs on the other side of the park near the Victoria gate; he had heard of it, but had not seen it. There were only three or four graves with little stones, to Darling Topsy and Dear Wopsy! He was quite sure it wouldn't pay us to go there.



MR. BINBRIDGE AND THE DOG CEMETERY.
(Cut used by permission of "Our Animal Friends.")

But we were not to be deterred by a Bobby's view of the subject, so the next morning we set out for Victoria gate, and knocked at the door of a little lodge, such as is always seen at every park gate in London. It was opened by a nice-looking, elderly man, who, when we had stated what had brought us there, seemed very pleased, and opening a small gate at the side of the lodge, conducted us to the charming little spot. We had no idea it was so near. It is surrounded by a fence and a thick hedge, and is so hidden by shrubs and trees that one would never suspect its being there. Here are about two hundred graves, all covered either with ivy or flowers, and each one having a headstone with an inscription. I believe there were inscriptions to "Darling Topsy" and "Dear Wopsy," but there were several to the memory of "dear and faithful friends," which seemed to me to be very appropriate, for where will you find a better friend to man than a faithful dog? You might have taken this pretty spot for a babies' cemetery, instead of one for dogs, so nicely is it cared for. Mr. Binbridge, the gate-keeper, pointed out with great pride the resting place of Prince, a favorite dog of H. R. H. the Duke of Cambridge. Mr. Binbridge informed us with regret that he has only four more burial lots to dispose of, but it must be remembered that this sacred precinct is intended to be the resting place only of dogs whose owners intend, and can afford, to keep their graves in good order. Mr. Binbridge makes quite a little income by his care of the cemetery, as the owners of the graves pay him for putting out the plants, weeding the lots, keeping the walks neat, and assisting them whenever they require any little service. Indeed, the neatness and beauty of the place attest the affection of the owners and the faithfulness of the guardian. Mr. Binbridge, who was formerly in the service of H. R. H the Duke of Cambridge, keeps this spot " like the apple of an eye," and no one can enter the little gate without his gracious permission. He is both undertaker and sexton, and buries all the dogs himself.

I copied a few of the inscriptions:—

Here Rests Our Loving Little Pickle. 24 April, 1894.

In Loving Memory of "Dandy," died June 4, 1894. R. I. P.

Darling Wisp. April 27, 1894. Faithful unto death.

In Loving Memory of Dear Chin Chin. A Brave Dog. May 26, 1894.

Spot (Fox Terrier). Died at Richmond, 10th September, 1894. Loving Little Friend and Constant Companion.

Bogey Church. Faithful unto death.

I wish I could give you a better pen-picture of that pretty, quiet nook in Hyde Park, so that you might be able to imagine it as I saw it; and I wish we had something like it in this country, only larger.

Little Dandelion.

Do you know me?
I am the children's friend.
I love them and they love me.
I grow as pretty as I can for them.
I lie in the soft green grass.
I try to make Mother Earth look bright and gay.
See, I am the yellow flowers on her green summer dress.
The children pick me and take me to school. I like to go with them.
I am glad I can make them happy.

—Primary School Leaflet.

Spelling for May.

birds	nests
violets	blue
soldiers	day
flowers	spring
graves	marbles
hoop	jump
rope	decoration
memorial	thirtieth
grass	flowers
woods	fields

TEST LESSONS.

TEST LESSON.—(III.)

BY JEAN HALIFAX.

THE game of "where?" How to play it.

I. Let the child rise the instant he has found the answer. The first to stand and answer correctly wins the question. The one winning the greatest number of questions wins the game.

II. Make the questions individual ones; e. g., "On what street is your house, Annie?" etc. Let each child find his own question, even if you may sometimes have to wait a minute or two for him to do so. The other children may be a little impatient, and that silence of waiting may seem oppressive, but it is a good lesson for the inattentive. Public opinion in the shape of a plea (at recess) of "Do keep watch, Joe Warner, and not keep us all waiting for you to answer your question to-morrow. I saw it was your turn soon's I looked at it, and there you were alooking round the room, and we all sitting still, awaiting for you?"

That is what I overheard in the school yard Tuesday afternoon. I visited the same room Wednesday afternoon; and I noticed that Joe kept his eyes "glued" to the board, as one of his classmates encouragingly told him after school, and he was as prompt as could be with his answers. So much for "public opinion," even in the schoolroom.

III. Answers to be written on the tablets or blackboard. This, you see, makes it really a spelling and language lesson. But call it a game, and you'll find out "what's in a name," as this little schoolma'am has discovered.

All are anxious to be able to answer as quickly as possible, in order to win the game. But to do so they must be able to read the writing quickly. They will therefore "study up" on the subject.

In the school which we are describing, Alice came to the teacher one day, and asked if she could have a list of the new words the teacher intended to put into the next "game."

She wanted to take them home and study them with her mamma, she said, and to spend her spare time in school on the daily lists. Her brother Jack always had something nice to say to her whenever she won a game. And she wanted him to be proud of her, for she evidently loved brother Jack dearly.

The little schoolma'am thought her motive a very good one. She loved and wanted to please her brother, and she was willing to study on the lists, instead of idling her time in school.

The request was just the one the little schoolma'am had been wishing would be made. So she told the rest of the children the next day about Alice's request—though she did not give her name—as it would not be fair, she told them, for one alone to have the list.

She promised to put on the board each afternoon a list of the new words to be used in the next day's game.

Of course this was really an extra spelling lesson. But it was the best learned of all. The result was that Miss ——'s room "beat the record" that term in writing; spelling, reading, and language-work; and the teacher in the next higher room, the year following, said that these children were the best and quickest thinkers of any scholars she had ever taught in that place. So, if you think these "games" seem almost ridiculous, or at least not of much account, I want you to pay a visit to those two rooms, if you ever go to that city. "Despise not the day of small things," you remember.

I know I began to follow suit at once.

WHERE?

1. On what street is your house? (All may answer, use your tablets.)
2. Where is the court house?
3. Where is the city hall?
4. Where is the —— depot?
5. Where is the post-office?

[The quotation marks were used, instead of repeating the words, because these had been taken up in the lesson of the previous day.]

6. Towards what direction does the school face? Is its front on the east, west, north, or south? On what street does it front?
7. In what seat of what row does Dorothy sit?
8. Where is the orphan asylum? (or any building especially noticeable).
9. Where does the — minister live? Where is his church?
10. Where does the governor of our state live?
11. In what direction must you go to find his home? [Consult maps.]
12. Let us pay him a visit. How shall we go there? [Consult maps and railroad guides, steamship lines, etc., for this game.]
13. In what land do the Japanese children live?
14. Here is a picture of little Wata-na-be, the Japanese girl. [Tell a story about her, before this class, so that the children will recognize her picture, and be ready to give back to you the little story you have told them.] How long will it take you to go to her home? How will you travel? What kind of a home will you find? Tell some of the games she may teach you to play.
15. What is the coldest place you ever heard of? The hottest?
16. Where is my call-bell? (Have it where the children can see it, but not in its usual place.)
17. In what direction from your desk is the middle window of this room?
18. In what direction do you go to reach your home?
19. Where is — park?
20. What streets around it?
21. Where is the blackboard? ["On the east side of the room, between the doors into the hall," perhaps the answer will be.]
22. Where does the city supply of water come from?

Go on indefinitely. One is limited only by time,

of course, and the abilities of the little folks. This little schoolma'am used to allow the children to bring in questions for the games, as it made "partners" of the parents and friends of the scholars, and gave the scholars themselves more interest in the work. Besides, the children learned their own questions, at any rate, and every tiny item of knowledge counts, you know. Indeed, you will be surprised, I think, at the amount of useful, general, information which the children accumulate in this way. This little teacher called her games her "catch alls," for she said that whatever item of information she couldn't find time to give in the regular lesson time, she threw into "Where," "Way Off," and its kindred.



GEORGE E. CHURCH, Providence, R. I.
President American Institute of Instruction for 1897-'98.

"WAY OFF."

[This game is another edition of "Where," and the children themselves gave the name, "because it sounded nice," they said.]

1. How many miles from here to San Francisco? How shall we go?
2. How shall we go to the North pole?
3. Where is China?
4. What kind of people live there?
5. How far is it to Boston? What train must we take? What time does it leave here? What time does it reach Boston?
6. How far from your home to the capital of this state? Of the United States?
7. How many miles to the Atlantic ocean?
8. Where must we go to find bananas growing?
9. Where do our oranges come from?
10. Where will we find the polar bear? An elephant? lion? parrot? monkey? robin redbreast?
11. How high above us are the clouds?
12. Where do the Indians live?
13. Where is New York?
14. In what state is Chicago? By what lake?
15. Where does pepper come from?
16. How far must you go to find a tiger at home?
17. Where can I find a camel to ride? and a desert to cross on camel-back?
18. How long a walk must I take to reach a large lake?
19. Can I find a river before dinner time? (One may be near. The children will then describe it. If not, a tiny geography lesson comes in, as they hunt up the nearest river.)
20. Where will I find high mountains?

Each day this little schoolma'am put on the board two or three questions. The children copied them, and took them home to get help from parents, older brothers and sisters, aunts, or "grandma's," and reported the next day. So it was not until Friday of that week that the game of "Way Off" was ready to be played. Then the questions were written on slips of cardboard, and kept in a spool box.

Each Friday "Way Off" was taken up again, and the best questions used. Play as in other "slip games." Winner of the most slips, winner of the game. An equal number of slips given to each scholar. If the child cannot read or answer correctly his slip, he passes it to the one next to him, or it is passed on to one who can answer it, and who thus wins it.

The cards are better than the board for the older scholars, or for the little ones after they have had some experience.

TEST.

1. John may pass his reader to Will.
2. Will may bring it to me.
3. Lucy may come to my desk, take the book and give it to Dorothy.
4. When Dorothy raises it above her head all the girls may rise and "take position."
5. Dorothy may pass it to Joe.
6. When Joe raises it above his head, the girls may take their seats, and the boys may rise and "take position."
7. The boys may be seated.
8. Joe, please pass the reader to the third boy in the fourth row.
9. ——, pass it to the second girl in the fifth row.
10. She may give it to the girl who has five letters in her first name.
11. ——, you may pass it to the boy who has four letters in his last name.
12. He may return it to its owner.

How the children did watch Johnnie's reader on its travels! How still the room was, and how close the attention of all!

At first, as I read the sentences Miss —— was writing, they seemed—No. 10, etc., especially, as there was little "action" in it, though I knew the children were "resting" during the test—of not much account.

But I found that the next time a similar "game" was given, the children of their own accord had gone to work and learned the names of all the scholars in the room. (Perhaps the teacher had given a tiny hint!) And you see that was quite a spelling lesson by itself, for there was a goodly number of little folks in room —.

Children will talk with you better than to you.

When possible, the language work should be incidental rather than formal, a luxury instead of a task.

NATURE STUDY.—(I.)

BY MARY R. DAVIS.

GRADES III. TO V. INCLUSIVE.

[Solids, liquids, and gases, as an assistance in understanding common phenomena.]

I. SOLIDS.

Material. Several kinds of solid bodies; two pieces each of marble, chalk, quartz, brick, and wood for each child.

EXPERIMENTS AND RESULTS.

[Experiments observed and results stated by pupils.]

Experiment 1. Rub pieces of marble together; result, grains rub off.

Experiment 2. Rub lumps of chalk together; result, very small particles or grains rub off easily.

Experiment 3. Rub two pieces of quartz together; two pieces of wood; two pieces of brick; results in each experiment, few or no grains rub off. Why? The particles are held so closely together that they will not break apart easily. They are too hard.

Inferences. All are made up of tiny particles which are held firmly together. These are solids. The particles in some solids are held together more firmly than in others.

Experiment 4. The teacher directs different pupils to place different solids in tumbler, jar, or cup; result, they do not change shape.

Inference. All solids have shapes of their own.

Drill. Pupils name many different solids and give reason for being so-called. Lead them to see that there is a force which holds like particles together; that it takes force to break up the solids; that solids have surface.

Language. Teacher should place questions on the board for pupils to answer, stating experiments, results, inferences. This should also be made the basis of a reading lesson.

II. LIQUIDS.

Material, several kinds of liquids, an atomizer, a sponge, water, and tumbler.

Experiment 1. Wet the sponge; sprinkle water from it on the floor in such a way as to allow the pupils to observe both the larger drops and the spray in the air; use the atomizer in the same way, to show tiny globules; results, tiny particles or drops are seen. They make a round or circular splash on the floor or desk. Some of these splashes are larger than others.

Inference. Water is composed of tiny particles or globules. Larger drops are made of many smaller ones.

Experiment 2. Into a small test tube, three parts full of water, pour one drop of olive oil; shake well; result, the one drop is divided into thousands of tiny drops or globules, which give the water a milky appearance.

Inference. Oil is also composed of small particles or drops.

Compare with solids.

Water and oil can more easily be separated into particles or drops than quartz or marble can be separated into particles or grains.

Why? The particles of oil or water are not held as firmly together.

Inference. All things made up of tiny drops not held firmly together are liquids.

Experiment 3. Pour water into different shaped vessels; result, the liquid takes the shape of the vessel in which it is placed. It easily changes its form.

Experiment 4. Pour a little water into a glass; quickly remove the glass; result, the liquid breaks up into numberless drops; changes form.

Inference. Liquids have no shapes of their own, but easily take the forms of the vessels in which they are confined.

Drill. Pupils give illustrations of many liquids.

While pouring the liquids from one vessel into another, the teacher should question as to the direction the liquid takes (downward) and the reason (its weight). These facts should also be brought out,—that the force which holds the globules of liquids together is not as strong as in the solids; that all liquids have surface.

Language lesson conducted in same way as with solids.

OTHER EXPERIMENTS.

1. Dissolve a little each of salt, sugar, alum, and soda in separate glasses or test tubes; result, the water has broken up these solids into such tiny particles we cannot see them.

Dissolve other solids in other liquids, as camphor gum in alcohol.

Put sand and peas in a tumbler or bottle as an illustration of the tiny particles or grains of solids filling the spaces between the larger globules of liquid substances.

2. Children taste the different solutions and state results.

3. Dissolve lime in water; result, cannot discover it by sight, taste, or smell. Prove that the lime is there by breathing, first through a glass tube into clear water; result, no effect; second, by breathing through the tube into lime water; result, the lime water becomes milky.

Inference. Something in our breath separates the particles of lime (a solid) from the particles of water (a liquid).

Set the glass aside; pupils observe later a white dust has settled in the bottom. The solid has been recovered.

Set aside in the window the different solutions, which should be in shallow dishes; note results.

The solid particles form themselves into crystals as the liquid disappears.

Thus lead pupils to see that through evaporation we recover the solids, many of them in these beautiful crystallized forms.

Observe the crystals are all of the same shape; of the same size. Which are like little cubes? Which have six sides? Which have other forms?

Observe the formation of ice crystals; the shape, size, number of sides, etc.

Keep engagements to the letter;
Let this praise to you belong:
"Oh, his word is just as binding
As would be his legal bond."
Thus your name will e'er be honored,
If you'll always keep your word.
—Little Poems for Little Children.

❋ Books. ❋

APPLICATION OF PSYCHOLOGY TO THE SCIENCE OF EDUCATION. By Johann Friedrich Herbart. Translated by Beatrice C. Mulliner. Preface by Dorothea Beale. New York: Charles Scribner's Sons. Cloth. 360 pp. Price, $1.50.

The Herbartians may have made little headway in converting the American scholars, disciples of other German and British masters, to their view of Herbart, but they have certainly made an American market for the literature of Herbart. The first phase of this book to attract attention is the preface by Dorothea Beale. What would Herbart say could he read it? Here are a few of her sentences: "As we study his psychology we find there is much that does not fit our universe of thought; The great advance in science, especially in physiological science, has enlarged our knowledge of the relation of the mind to the body; and We think at first that it is impossible for us to follow him, or benefit by his teaching."

Here and elsewhere Herbart may well pray to be delivered from his friends. Why not let Herbart and his psychology and pedagogy stand on their own feet. It is not expected that America in 1900 will accept all of what any master has taught. We take from Socrates, Plato, and Aristotle, from Kant and Hegel, from Bacon and Locke, from Pestalozzi and Froebel so much as we choose without spending out time in telling what we do not accept; why not do the same by Herbart? The world really cares very little for what Miss Beale, or any other Herbartian, does not accept of the teachings of their master. What is wanted is a clear statement of such phases of Herbart as are applicable and adaptable, and this book is really one of the best of Herbart's works for this purpose. These "letters" were written by Herbart to a long-time friend, who was devoted to practical education, and were written with a purpose to apply his psychology to education. The book also has a good biographical sketch, together with nearly 100 pages on "The Herbartian Theory of Education."

BIRDS OF VILLAGE AND FIELD. A Bird Book for Beginners. By Florence A. Merriam. Boston: Houghton, Mifflin, & Co. Illustrated. Cloth. 406 pp. Price, $2.00.

Miss Merriam has developed the power of a genius and the skill of a master in treating birds. Rarely has it been given to any one person to know nature from personal observation, to know the science of nature from the scholarly study of books, and to know how to analyze, classify, and describe nature in simple phrase and fascinating art.

The information is reliable and abundant, the directions are clear and ample, while the inspiration is tonic. From first to last the book impresses the reader with the vast amount of interesting information that he might have at command if he kept his eyes open. In one shrubby back yard in Chicago there were fifty-seven species of birds last year. In one orchard in Brattleboro, Vt., there were seventy-nine species observed in one year, and in the town of Portland, Ct., there were ninety-nine kinds of birds seen in their nests. In Prospect park, Brooklyn, there were seventy-six species in a year, and in Central park, New York, 142 species.

Among the general topics treated were these: "How to Find a Bird's Name"; "Where to Find Birds"; "How to Watch Birds"; "How Birds Affect Trees, Gardens, and Farms"; and "How to Keep Birds About Our Houses." The Field Color key is very helpful, but the great value and charm of the book is in the elaborate, skillful treatment of common birds. The appendix gives valuable information about migration in spring and fall, regarding winter birds, with outlines for field observations, together with an elaborate array of books of reference.

THE CHILDREN'S FOURTH READER. By Ellen M. Cyr. Boston: Ginn & Co. 388 pp. Price, 70 cents.

This is the fifth of a series of reading books for children by the same author, each adapted to the attainments of the class of readers for whom it was prepared. It is an admirable series from every point of view. The author understands children and how they should be trained. She believes that the school reader is not merely, nor chiefly, to teach the pupil the art of reading, but to create a taste for literature in its noblest form, to nourish and inspire the mind and influence the character. Hence, as in this volume, the readers are introduced to the best American and English authors, and made familiar with their works. The earlier books have made them familiar with the American poets, and in this volume they are treated to interviews with the great prose writers, Hawthorne, Irving, Dickens, and Scott. They look into their faces and upon their homes, as represented in the beautiful illustrations; they witness their battles with adversity, and learn the lessons of their lives. Characteristic selections from these authors have been carefully chosen with reference to the capacity of this class of children. Stories of loyalty and heroism, tales of travels and adventures are also introduced to broaden the mental heroism and feed the imagination. The style of the book is also adapted to its readers.

ELEMENTARY DRAWING. A Series of Practical Papers for Beginners. Written and Illustrated by Elisabeth Moore Hallowell. New York: The Macmillan Company. 108 pp. Price, 75 cents.

The purpose of this book is to give beginners in drawing a simple explanation of some matters usually considered too elementary for text-books. It is not designed for very young readers, but for those who are able to follow in a progressive series of lessons leading up to the point where the general text-book begins. The introductory chapter assures the reader that mere copying is not drawing; the pupil must learn "to see" for himself. He must study objects involving a knowledge of elementary forms. Next comes "Perspective—The Horizon"; "The Vanishing of Lines"; "Two Points Perspective"; "Circles and Ellipses"; "Some Possible Difficulties"; "Light and Shade"; "Color Values"; "Textures"; "Outdoor Sketching"; "Working from Photographs." Each lesson is illustrated by drawings or photographs. The book is presented in form suited to its use, and cannot fail to be a valuable aid to the young artist.

COMMON SCHOOL LITERATURE. English and American. New Edition, Revised and Enlarged. By J. Willis Westlake, A. M. Philadelphia: Christopher Sower Company. 16mo. 192 pp.

This small text-book upon a large subject claims only to give "a bird's-eye view" of the field of literature. The author has brought within the limits of the book a teachable review of English and American literature, from Chaucer to Rudyard Kipling, and from Cotton Mather to Mark Twain. He has given several hundred short extracts, the gems of literature, to be memorized. This edition brings the subject complete up to January 1, 1898.

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Off for the Klondike.

BY L. F. A.

WE are ready to start for the Klondike, mamma,
Tom Smith, and old Dash, and I.
We must hurry away as soon as we can,
And now we must say 'Good-by.'

"We have very warm coats and rubber boots,
And old Dash is to draw the sled.
We've a basket of apples, some candy and cakes,
And we'd like just a little bread.

"We shall live in a little house of snow,
'Twill not be so very cold,
And we'll soon come back to you, mamma,
With pockets all full of gold.

"Then I'll buy a horse for my papa,
And a doll for sister Lou,
And ever so many lovely things
I'll buy, dear mamma, for you.

"Who will tell me stories and hear my prayers?
Why, I hadn't thought. I say!
Let's not go to the Klondike just yet, dear Tom,
But wait till some other day."

Clover Song.

BY C. A. KEIFE.

[Air: "Rogue's March."]

THE snow-drifts are gone, and the springtime is come,
And the reign of the winter is over;
And soon, if we listen, we'll hear the bees hum,
And smell the sweet breath of the clover.

Chorus.

O, blossoms of clover!
Cover the meadows all over!
Gaily we'll sing, as we think of the spring
And the beautiful blossoms of clover.

The dear little birdies will flutter, and sing
Their pretty songs over and over;
And, down in the meadow, the daisies will spring,
And blossoms of red and white clover.—Cho.

Our Flag.

[Tune: "Hold the fort."]

OH! the flag of our dear country,
Let it wave on high;
May the stars and stripes ne'er perish,
And no foe come nigh.

Chorus.—Floating o'er the heads of freemen,
May it wave above!
O'er the homes we prize so dearly,
O'er the land we love.

May we ever love its colors,
Red, white, and blue;
May we one and all prove faithful,
Strong and brave and true.

Chorus.—Floating o'er the heads, etc.

—Selected.

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NEW YORK. BOSTON. CHICAGO.

Little Peach Blossom.

LITTLE peach blossom has awakened at last,
What do you think awoke her?
Not the birds, as they sang and twittered all day,
And talked of their nests and the eggs they would lay;
Not the wind, as it rocked her cradle so fast,
And told her that winter had long ago passed;
Not the sun, as he wrapped her in an embrace,
And showered sweet kisses upon her sweet face;
Nor the moon, nor the stars, though they glistened so bright,
And tried to persuade her to wake in the night,—
But a warm April shower fell on her one day,
With a quick dash of rain; and this is the way
That little peach blossom first opened her eyes,
With a faint little blush, and a look of surprise.

—Selected.

The Idlers.

BY BERTHA MAY BEMIS.

A LITTLE green worm and a little black bug
Sat down to have a nice chat;
It was early yet, and they'd work to do,
But they paid no heed to that.

And soon came a chicken with eyes so sharp,
Hunting for something to eat;
He picked them both up, and ate them, too,
In a way both calm and neat.

There's a moral attached to this story short:
When there's something to do, don't shirk,
But, whatever the task at hand may be,
Begin at once, and work!

Buttercup.

BY H. L. GORDON.

Author of "The Feast of Virgins," etc

SWEET little Buttercup,
Sunny-haired Buttercup,
Dear little Buttercup,
Hold up your chin.
Here is a "dew-drop,"
My dear little Buttercup,
Open your "mousie,"
And I'll drop it in.

Buttercup, Buttercup,
Hold your dear "mou
Buttercup, Buttercup
Hold up your chir
Here is a honey-dr
Dear little curly-t
Hold up your "m
And I'll drop i

If any little word of
May make a life
If any little song o
May make a he
God help me spe
And take my
And drop it in
To set the e
If any little
May make
If any lift o
The bur
God give
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The Written Name.

BY JUANITA STAFFORD.

I KNOW you all are thinking
That I am very small;
But I can do as many things
As some boys large and tall.

If you will wait a minute,
I'll try to show you one;
And if my hand don't wiggle,
It will be nicely done.
[Writes his name on the blackboard.]

Patience.

HOW smooth the sea-beach pebbles are!
But—do you know?
The ocean worked a hundred years
To make them so!

And I once saw a little girl
Sit down and cry
Because she could not cure a fault
With one small "try"!

—Henrietta R. Eliot.

May.

WHO shall be queen of the May?
Not the prettiest one, not the wittiest one!
Not she with the gown most gay!
But she that is pleasantest all the day through,
With the pleasantest things to say and to do,—
Oh, she shall be queen of the May!"

When.

WHEN cherries grow on apple trees,
And kittens wear lace caps;
And boys their sisters never tease,
And bears wear woollen wraps;
When all the nursery dolls and toys
Begin to dance and play,
Then little boys and little girls
May lie in bed all day.

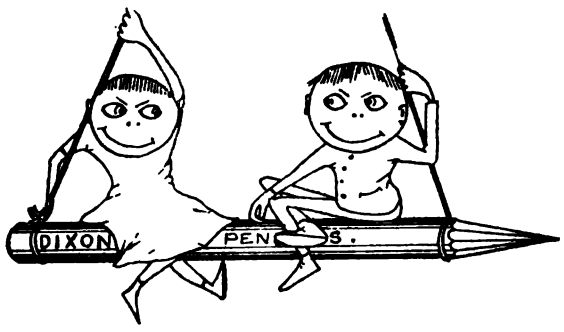
When donkeys learn to sing and dance,
When pigs talk politics;
When London is a town in France,
When two and two make six;
When drops of rain are real pearls;
When coal is clear and white,
Then little boys and little girls
May sit up late at night.

—G. Clifton Bingham.

The Telephone Message.

SHE wasn't on the playground; she wasn't on the lawn;
The little one was missing, and bed-time was coming on.
We hunted in the garden; we peeped about to see
If sleeping under rose tree or lilac she might be;
But nothing came in answer to all our anxious call,
Until at length we hastened within the darkened hall;
And then upon the stillness there broke a silver tone:
The darling mite was standing before the telephone,
And softly, as one listened, came stealing down the stairs:
"H'lo central! Give me heaven; I want to say my prayers."

—Sydney Dayre.



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Suggestions.

Having determined the leading characteristics of the child, the following suggestions may be helpful in enabling teachers and parents to make a practical application of child study:—

1. Two pupils who are alike should not be put together. Place a nervous pupil by the side of a bilious or lymphatic temperament.

2. Better not to scold at all; but if you do, do not scold the nervous pupil.

3. Ask the most questions of the lymphatic temperament.

4. Be collected, cool, and firm with the nervous, sanguine pupil. When you say "No," stick to it.

5. Study the motive of the apparent stubborn pupil. Lead, rather than drive. If you are nervous yourself, be careful of your treatment of the apparently stubborn, lymphatic boy or girl.

6. Nervous, sanguine pupils are easily excited. In questioning, be careful how you manage them. Give them time to think.

7. Correct the nervous pupil privately.

8. The bilious-lymphatic-nervous children require careful treatment. Gain confidence, talk with them alone, do not threaten; manage them yourself.

9. Ascertain what home influences have been at work around the child, and endeavor to correct their influences, if bad, or to assist, if good.

10. A nervous pupil will move about. You must be very considerate, mild, and cautious in his management.

11. The lymphatic pupil is slow. Hurry him all you can.

12. The stubborn pupil is an annoyance. Don't notice it, and, as soon as he finds that you do not, he will stop being obstinate.

13. The sanguine pupil likes life and gaiety. Do not repress him; he will cheer you up.

14. Secure the friendship of the bilious pupil and you will have a good friend.

15. When you have determined bad traits in a child, endeavor to correct them; thus you may change his temperament.—The Mother's Voice.

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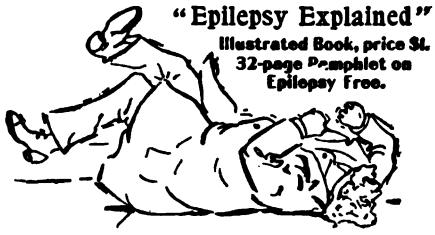
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The spirit of the primary school should be a spirit of love. What sunshine is to the garden, love is to the schoolroom. Lichens will grow on rocks, and stunted oaks are found in high altitudes; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in child-life is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter into closest relationship with the child heart that we reach and move that delicate and yet mighty engine, the child's will. Whom the child loves, he obeys. Fear degrades, paralyzes, dwarfs; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by striving becomes good and beautiful and true. Let love reign.—Thomas J. Morgan.

Chips for the Teacher.

Learn to laugh. A good laugh is better than medicine. Learn how to tell a good story. A well-told story is as welcome as a sunbeam in a sick room. Learn to keep your own troubles to yourself. The world is too busy to care for your ills and sorrows. Learn to stop croaking. If you cannot see any good in the world, keep the bad to yourself. Learn to hide your pains and aches under a pleasant smile. No one cares to hear whether you have the earache, headache, or rheumatism. Don't cry.



In the heart of every man and in the soul of every woman there is a vacuum that can only be filled by a child. In America there are too many childless homes. All the love and passion of courtship and all the kisses of the honeymoon turn to bitter dust upon the lips of the wedded couple to whose home there never comes the patter of childish feet.

One cause, more than any other, contributes to making the tens of thousands of childless, and consequently unhappy, homes all over this country. The cause is often the unconscious fault of the wife. A woman who suffers from weakness and disease of the distinctly feminine organism is unfitted for motherhood, and if she has children it will probably be at the sacrifice of her own life. Dr. Pierce's Favorite Prescription is a wonderful medicine for women who suffer in this way. It acts directly on the delicate and important organs concerned in wifehood and motherhood. It makes them strong, healthy, vigorous, virile and elastic. It banishes the squeamishness of the expectant period and makes baby's advent easy and almost painless. It insures the little new-comer's health and a bountiful supply of nourishment. Thousands of homes that were childless and unhappy now echo with the prattle of healthy babyhood, as the result of the use of this marvelous medicine.

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Tears do well enough in novels, but they are out of place in real life. Learn to meet your friends and pupils with a pleasant smile. When the teacher ceases to learn he should also cease to teach. No matter what his talents or attainments may be, he is unfit to lead and guide others the moment the spirit of growth and development within him is dead. Verily, "It is the spirit that quickeneth."

School Culture in Schools.

Teach the children to come in quietly, boys removing their hats.

Not to pass in front of each other when possible to avoid it, to apologize when not.

To preface every request, no matter how slight, with "Please," and to receive all favors with "Thank you." Don't tolerate "Thanks" under any consideration. It has a crisp, curt sound.

Not to push, jostle, nor crowd.

To use always a low tone.

To prefer others before themselves.

To keep desks, floor, wall, and books in order.

To make a careful toilet as to hair, nails, hands, face, neck, and ears before coming to school.

To sit and stand erect.

Not to throw, but to carry things.

Not to speak with anything in the mouth.

To speak kindly of all—particularly of the absent.

Not to "fuss" over little things, nor over anything.

To look pleasant even under difficulties.

These can be taught by example.—Tennessee School Journal.

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Cotton-Seed.

If we have been justly charged with extravagant waste—and it is said that the German peasant will live on what the average American throws away—it is certain that, whatever may be said of individuals, we are as a nation learning to utilize much that was once lost.

A forcible illustration of this is found in an article on "Oil-Producing Seeds," by Gilbert H. Hicks, which appears in the current Yearbook, and to which I am indebted for the facts given.

Though cotton has been grown from the most ancient times for the fibre surrounding its seeds, the latter have been cast away as useless, a sufficient quantity, of course, being reserved for future crops. And it is only within the present century that any further use for them has suggested itself to any one.

The thick seed coat is filled with the coiled embryo, or plantlet, which is thickly sprinkled with brownish resinous glands visible to the naked eye. At first the extraction of the oil was difficult on account of the tendency of some of the fibres to cling to the seed; and these rapidly absorb the oil. Now, a machine which not only removes the seed, but also the hull, has come to remedy this trouble.

The oil is of a dirty brown color in its crude state, but becomes nearly colorless in refining. It is estimated that the total product of a single year is 60,000,000 gallons, an amount certainly too great to throw away.

Besides, the residue is made into oil cake, which, ground into meal, is an excellent fertilizer, and is used as food for cattle and sheep.—Educational Gazette.

Wait for the Mud to Dry.

Father Graham was an old-fashioned gentleman beloved by every one, and his influence in the little town was great, so good and so active was he.

A young man of the village had been badly insulted, and came to Father Graham full of angry indignation, declaring that he was going at once and demand an apology.

"My dear boy," Father Graham said, "take a word of advice from an old man who loves peace. An insult is like mud; it will brush off much better when it is dry. Wait a little, till he and you are both cool, and the thing is easily mended. If you go now, it will be only to quarrel."

It is pleasant to be able to add that that young man took his advice, and before the next day was done the insulting person came to beg forgiveness.—Selected.

TO MRS. PINKHAM

From Mrs. Walter E. Budd, of Patchogue, New York.

Mrs. BUDD, in the following letter, tells a familiar story of weakness and suffering, and thanks Mrs. Pinkham for complete relief:

"DEAR MRS. PINKHAM:—I think it is my duty to write to you and tell you what Lydia E. Pinkham's Vegetable Compound has done for me. I feel like another woman. I had such dreadful headaches through my temples and on top of my head, that I nearly went crazy; was also troubled with chills, was very weak; my left side from my shoulders to my waist pained me terribly. I could not sleep for the pain. Plasters would help for a while, but as soon as taken off, the pain would be just as bad as ever. Doctors prescribed medicine, but it gave me no relief.



"Now I feel so well and strong, have no more headaches, and no pain in side, and it is all owing to your Compound. I cannot praise it enough. It is a wonderful medicine. I recommend it to every woman I know."

Who Are These Little Misses?

1. What Miss causes in turn amusement and quarrels?
2. What Miss is distrustful of human nature?
3. What Miss undervalues her opportunities?
4. What Miss is not always honest?
5. What Miss is provoking and a blunderer?
6. What Miss can destroy the peace of home, school, and nation?
7. What Miss is responsible for gross errors?
8. What Miss wastes time and money?
9. What Miss causes her mother sorrow?
10. What Miss proves an uncertain correspondent?
11. What Miss should the traveler shun?
12. What Miss is unhappy?
13. What Miss is distinguished as uncivil and ill-bred?
14. What Miss gives unreliable information?
15. What Miss meets with ill-luck and delay?

What three Misses are very untruthful?

17. What two Misses are vexed by the "green-eyed monster?"
18. What two Misses are compelled to seek until they find?

A little catch very readily understood, and then grasping the names of these troublesome acquaintances is a very easy matter.—Table Talk.

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Honey-Hunting.

Did you ever hear of a honey-hunt? They have such things in the countries where honey-bees live. Recently a large party assembled in the afternoon to go honey-hunting. They carried pails, saws, axes, and stout sticks; all wore rubber boots. Off they started to the top of a hill. It was a dark, drizzling afternoon, and the party was provided with lanterns. They came to cart-path, which they followed down the hill on the other side into a swamp. The leader of the party was an expert in bee and honey hunting, and he knew by certain signs when there was honey in the trees. After a walk through the swamp he pointed to a large tree, and said that honey would be found in that tree. The men went to work with axes, and the tree was cut down, when it was found it was hollow half its length. The bees dashed out, and the hunters found themselves contending with the little people who had lived and provided for their winter home in this big tree. Finally a hole was cut in the tree, after the bees had been put to sleep by the use of sulphur smoke, and thirty-five pounds of honey were taken out. It seemed rather cruel when the man who knew all about bees said that this represented three years of honey-gathering by the bees. When the honey had been taken from this tree, the party started off again. It was now growing dark, and the party met with many slight accidents—stepping into holes, sinking in the marsh, running into trees, and tripping over fallen trees. At last the leader took them to the stump of an old oak-tree. Into this he cut, and from it forty-five pounds of honey were taken; besides this, large sheets of the beautiful white comb. It is worth while in summer following the bee with one's eye from the flower, following it into the woods, if one can, to see how unerringly he will go to his home to deposit his burden, a contribution to the food-supply of the bee colony. Some of us are very much afraid of bees, and scream and jump when we see one, but those who are the intimate friends of the bees say that they very rarely sting unless they are interfered with, and that they sting only to protect themselves.

A Very Busy Man.

It is said that a friend once asked an aged man what caused him so often to complain of pain and weariness in the evening.

"Alas!" said he, "I have every day so much to do; for I have two falcons to tame, two hares to keep from running away, two hawks to manage, a serpent to confine, a lion to chain, and a sick man to tend and wait upon."

"Why, you must be joking," said his friend; "surely no man can have all these things to do at once."

"Indeed, I am not joking," said the old man; "but what I have told you is the sad and sober truth; for the two falcons are my two eyes, which I must diligently guard, lest something should please them which may be hurtful to my salvation; the two hares are my feet, which I must hold back lest they should run after evil objects, and walk in the ways of sin; the two hawks are my two hands, which I must train and keep to work in order that I may be able to provide for myself and for my brethren who are in need; the serpent is my tongue, which I must always keep in with a bridle, lest it should speak anything unseemly; the lion is my heart, with which I have to maintain a continual fight in order that vanity and pride may not fill it, but that the grace of God may dwell and work there; the sick man is my whole body, which is always needing my watchfulness and care. All this daily wears out my strength."—British Christian Endeavor.

Looking For Two Persons.

We are advised that the Brown Lewis Cycle Company, Chicago, one of the largest bicycle houses of America, are carefully looking for two persons, first, the party who ever bought a wheel from them who has any fault to find, and second, the person who wants a first-class wheel at the right price. They are the originators of the plan of shipping bicycles anywhere in the United States subject to approval. They are perfectly reliable, and carry the most complete line in the world at remarkably low prices. It will be seen by their announcement in another column that satisfaction is guaranteed in all purchases.

We desire to call the attention of our readers to the advertisement of the National Correspondence Normal as found on page 354 of this issue. This incorporated school has been in continuous session for over three years, enrolling between 3,000 and 4,000 students. It has courses leading to the degree of B. S., B. A., B. Ped., B. L., Ph.B. We have every reason to believe that these courses are thorough. We would advise our readers to get their catalogue.

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FRANK J. CHENEY.

Sworn to before me and subscribed in my presence, this 6th day of December, A. D. 1886.

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THAT teachers are unusually quick to appreciate any new thing of real merit is again proven by the extent to which they purchased and the manner in which they endorsed our Souvenirs during the first year. Nearly 10,000 teachers purchased them for their pupils during this period! The custom of giving pupils some little token at the close of school is an excellent one, and teachers everywhere observe it. It has been, however, difficult to secure appropriate gifts —something attractive, which would be kept,—without too great cost. The want is supplied by

. . . Our School Souvenirs . . .

They are neat, novel, attractive, and as they contain the name of school, date, teacher's name, together with names of pupils, they will be highly prized and always kept as real Souvenirs. These Souvenirs consist of two cards tied together with silk cord. On the face of first is printed the name of school, town, teachers, date, officers, etc., as desired, in the brightest gold letters, and on the second the names of the pupils. Heavy embossed cards are used and the Souvenirs are gotten out in a highly artistic manner. Where two cards are not sufficient, additional cards are attached so as to accommodate all the names without crowding.

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A new feature, which will render them much more valuable than ever before, is now provided for our Souvenirs. It consists in copying and transferring to the title card of the Souvenir the teacher's photograph. Those ordering Souvenirs with photograph should send a cabinet-sized photograph from which to copy, and make extra remittance of 25 per cent. of the regular price for the number of Souvenirs required. There will be no change in the photograph, and the picture on Souvenir will be an exact copy of original, but reduced in size. We can, of course, furnish them with or without photograph, as desired. Photographs have always been considered a most appropriate gift for close of school, but they could not often be used on account of the great expense, especially where the school is large. Now that you can procure good photographs in connection with the most appropriate gifts ever devised for presentation to pupils (our Souvenirs) for a mere trifle, none should fail to take advantage of the opportunity. Much more satisfactory results can be given if a cabinet-sized bust or half length picture is sent than if a full length or smaller card size. Many will find a picture of the schoolhouse a very attractive feature for the cards.

Number to Order. Order at least as many as there are officers, teachers, and pupils to be printed upon them, and as many more as you wish. State definitely the number you wish, and send, plainly written, the matter you desire printed on the face of first card, together with the name of each pupil. Be sure that names are correctly spelled and plainly written.

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20 :	1.25	25 :	1.45

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The Universe.

It is not often that a newspaper commands such immediate recognition as has been accorded to The Universe. It is an illustrated weekly newspaper for young people and busy men and women, published every Tuesday at No. 96 Fifth avenue, New York, by the Universe Publishing Company.

The paper was started a few months ago, and, in the hands of its president, Edward J. Wessels, has made remarkable progress. Mr. Wessels is a public man, largely interested in business. For a long time he had been disgusted with much of the literature furnished by the press. He felt that the only sure way in which to resist the evil effects of pernicious matter upon young minds is by furnishing wholesome matter for them.

It is interesting to notice that his ideas took definite shape upon learning of the frightful murder of a lad in another city by a miscreant of fourteen, who confessed that reading a certain daily paper had led to the awful deed.

Mr. Wessels immediately made a contract for a long term of years with Mrs. G. H. Rosenfeld of New York, who, from its start until her resignation on December 31 last, was editor of another paper. Up to the time of her present engagement, she had written for a number of outside papers while acting as editor. But Mr. Wessels contracted with her to confine herself to his paper exclusively.

She is only charged with the carrying on of one department in The Universe, known as Present Day History, in which every week she presents, in her inimitable way, all the news from everywhere.

Next on The Universe staff is Thomas Commerford Martin, editor of the Electrical Engineer, and member of various scientific bodies. Mr. Martin conducts the Easy Science department, and his fascinating articles, copiously illustrated, have great interest and charms.

Miss Mary A. Lathbury, "the poet laureate of Chautauqua," conducts the department of Paintings and Sculptures. Every week Miss Lathbury writes about the world's masterpieces, which are beautifully reproduced in half-tones.

Other Worlds is the department conducted by the late Professor R. A. Proctor's daughter, Miss Mary Proctor, known to all by her able works and lectures. Every week news from the starry heavens appears, and the story of the planets is told.

The Book Shelf receives discriminating care at the hands of Miss Alice M. Guernsey of the Silver Cross. Letters and Replies are a liberal education, as this department reflects the weekly views of prominent educators, clergymen, and others.

The Editor's Chair bristles with original thought and valuable suggestions.

There are special illustrated articles from time to time.

A unique feature of this delightful composite is the special tint of paper originated by The Universe, which rests the eyes wonderfully.

Bishop John H. Vincent wrote to The Universe: "Your plan is ingenious, as it is unique, and as practical as it is ingenious."

Perhaps the most striking sentence in the paper is the headline "Nothing prejudicial to the welfare of youth will be admitted to the columns of The Universe."

We welcome the paper and congratulate it upon the large success already achieved. It is most attractive in appearance, and the cover and interior designs are specially fine. There are thousands of our friends who will be glad to know that such an admirable, safe newspaper is to be had.

We understand that for the present The Universe will be handled by the Universe Publishing Company (instead of through the news companies), direct from its New York office, 96 Fifth avenue.

How Can I Get the People Interested in My School?

1. I would seek frequent opportunities of intercourse with the parents.

2. I would pay frequent social visits to my patrons.

3. I would be willing to explain all my plans to my patrons.

4. I would encourage inquiries into my plans.

5. I would encourage parents to visit my school frequently.

6. In their visitations, I would try to deal honestly with the parents.

7. I would be frank in all my representations to parents concerning their children.

8. I would put myself out in order to please.

9. I would study the dispositions of my patrons as much as I would those of the children.

10. I would try to make myself necessary to the community.

11. I would seek to win the respect, confidence, and love of my pupils. Then the parents also would respect me.

12. I would live in my community —not board.

12. I would consider it my duty, and would let the parents know that I esteemed it such, to interest the parents in the school.

14. I would let them know that I had the welfare of their children at heart.

15. I would try, in as many ways as possible, to win their confidence and esteem.—Southern School News.

Petting the Children.

You have heard it said, perhaps, "Don't pet the children." Why not? Haven't the tiny tots just come from a warm, loving home life, where the mother's caress was the balm for every ache? And now, I suppose, that they have arrived at the dignity of entering the public school, no matter how homesick and mothersick their lonesome little hearts, no matter how strange and cold seem their surroundings, the teacher is never to give them a "love pat," an affectionate caress, a motherly hug? Such a thing as putting an arm around some neglected child is to be looked at with horror? No, no! The teacher without a loving, motherly heart in her bosom is out of place in the primary schoolroom. Don't let your natural inclinations be trampled on in that style, you primary teacher.—The Northwestern Monthly.

Mound Builders in Wisconsin.

While a party of hunters were wandering along the Chippewa river in Northern Wisconsin, they discovered three mounds between Maple and Potato creeks. These mounds are very symmetrical in shape and contain the skeletons of human beings. In one mound was found the skeleton of a man who must have been nine feet six inches tall. The skull was as large around, it is claimed, as a half-bushel measure. Beside this skeleton were found the bones of a smaller person, evidently a woman. In one of the mounds was found a slender copper wire nearly thirteen inches long and double the thickness of a shoemaker's needle. The copper is so finely tempered that a strong man cannot break it. These mounds are attributed to the work of the Mound Builders.—The Educator.

The night is mother of the day,
The winter of the spring,
And ever upon old decay
The greenest mosses cling.
—Whittier.

Pitiful, Pathetic Consumption Conquered.

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There are a great many people in this world who are coughing, hawking and spitting themselves into their graves.

Are you one of them?

It is by some considered FASHIONABLE to be sick; but when the sickness has run its course and the end of life is near—IS IT FASHIONABLE THEN?

"Hope springs eternal in the human breast."

But hope may be too strong.

You may hope that your cough is nothing very serious, that your catarrh will go when the warm weather comes, that consumption will spare you, though it strikes others.

What is a good name for such "hopefulness?" Carelessness? Thoughtlessness? Foolhardiness?

It is better to KNOW than to HOPE.

You can only know that you are SAFE when you are perfectly WELL and free from sickness.

You can easily learn the way to be well, if you wish it. It is the system of an eminent scientist, whose advice you can obtain free, and who is giving to those who need it free medicine to alleviate their sufferings.

Learn to be well, that life may be worth living, for disease is one of Nature's punishments to those who persist in remaining ignorant of her ways and rules.

Your blood draws its life from the oxygen it gets in your lungs. When sick lungs cut off the supply, your body wastes away for lack of nourishment.

This is consumption.

The germ that fastens on weak lungs and eats them up is the consumption germ.

The lung is made easy for it to attack by colds, coughs, catarrhs, and similar troubles.

Slocum's System, which drives all these diseases out of the body, builds the lungs, kills the germs, creates new, natural, visible LIFE in your worn-out body—regenerates you completely, and gives your system a NEW LEASE of life in a COMFORTABLE BODY—this system, which doctors, chemists, and scientists are talking about, is one of the LATEST and most valuable MEDICINAL DISCOVERIES of the nineteenth century.

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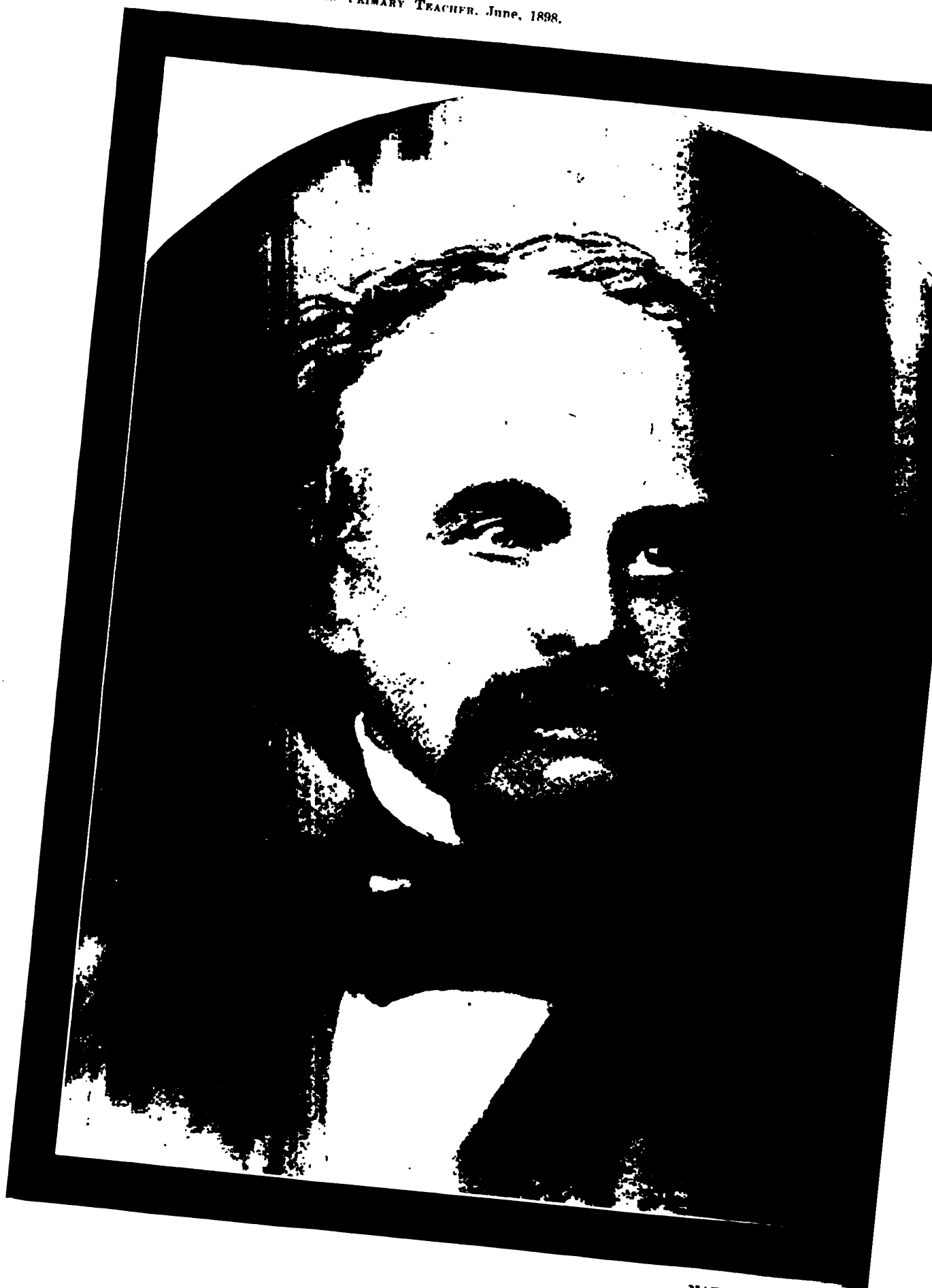
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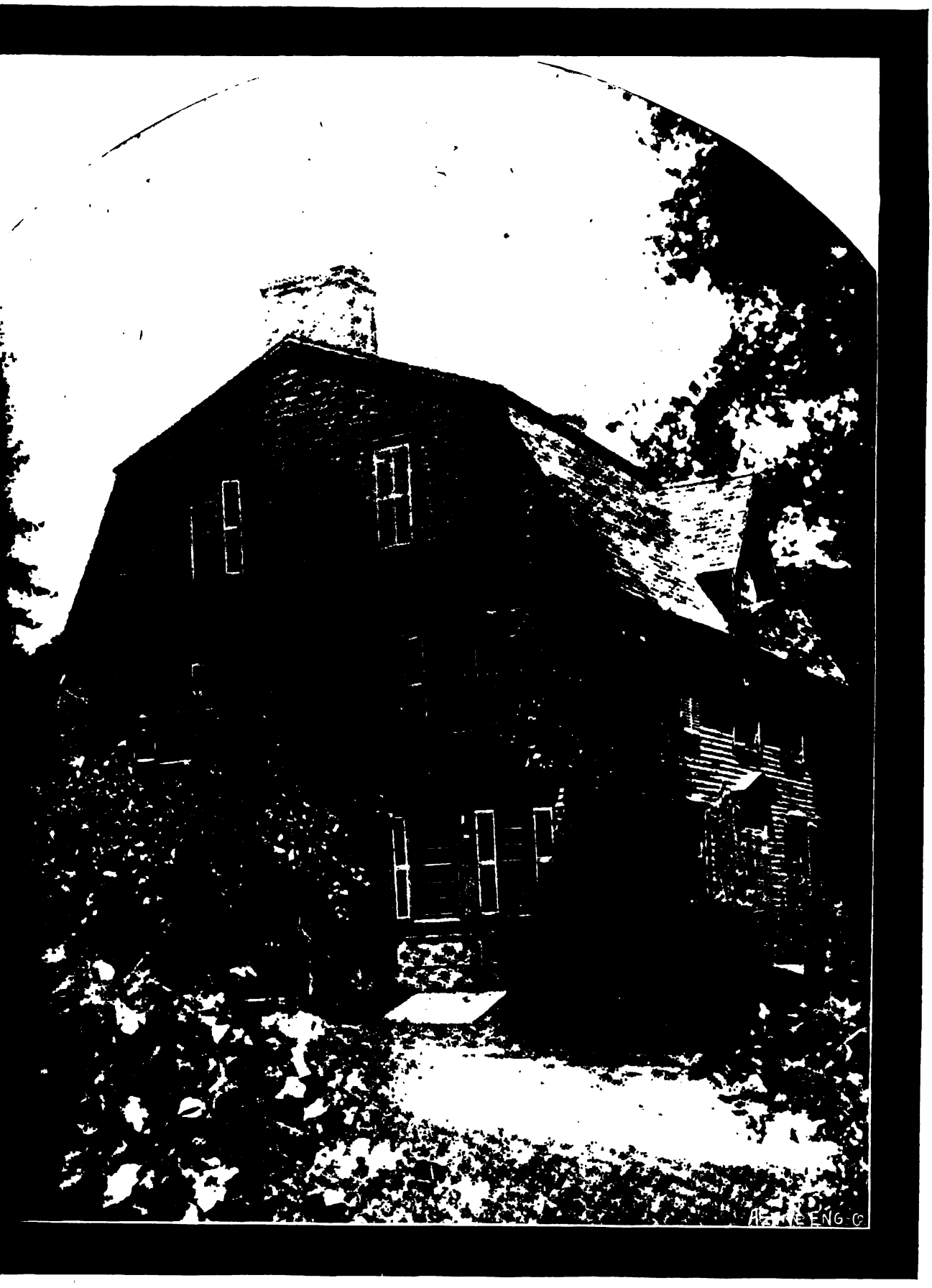
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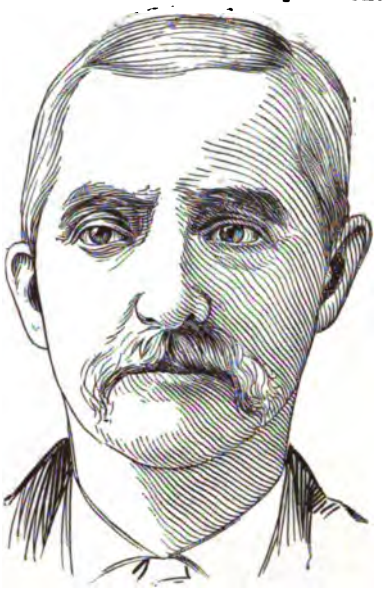
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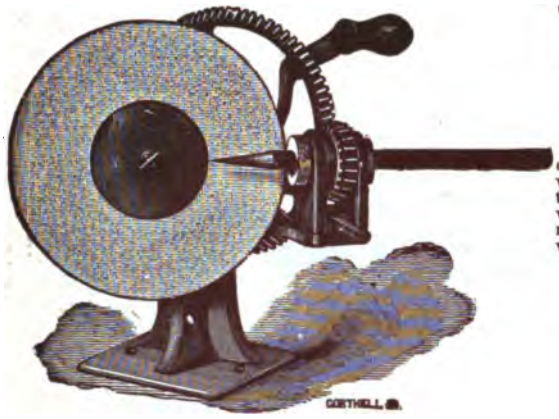
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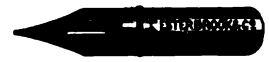
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Vol. XXI.—No. 10. JUNE, 1898. A. E. WINSHIP, W. E. SHELDON, } Editors.

Mr. Winship's Conversations.

Acquire the skill to illustrate the things you teach.

"Correlation" is of greatest utility in the first primary grade. It has least liability to abuse.

Are you able to go to a summer school? It will help you much if you can.

The best mountain spot in New England July 5-8 will be at North Conway, and the American Institute will be in session.

By the by, it is "Mrs." Young and "Mrs." Hull who have done such heroic service in the case of the Chicago salaries. In these cases it is certainly an honorary degree.

On May 14 I had the privilege of speaking at Baltimore in memory of Hon. M. A. Newell, in whose honor a memorial tablet was placed by the alumni of the state normal school in the assembly hall.

It is a delightful thing to plan for a charming vacation. You may not do all that you plan for, but you will enjoy all the planning, and something more will materialize than as though you do no planning.

Washington will be one of the most interesting places in the country in July. If the war continues, it will be the one place to be, and if congress continues in session, it will be about the only place to be. The N. E. A. will meet there July 5-12.

The first grade teacher should be absolutely sure of the common facts of nature, but accuracy is not the only requirement. She must have genius in making the facts live in the imagination of the child. They are not to be taught as facts, but lived as experiences.

May 22 I had the honor of delivering the baccalaureate address at the University of Tennessee, Nashville, Dr. W. H. Payne, president. On the 30th I addressed the united literary societies of Gates College, Nebraska, and on June 1 had the commencement address at the state normal school at Greeley, Col. In these two weeks I visited many schools in various Western and Southern cities.

It is a dangerous thing to begin to take collections in schools. There may be crises in which one is pardonable, but teachers and school officers should think more than twice before they consent to it. The proposition to take up a collection of a penny a week for fifty weeks in every school in the land, in the hope of raising $5,000,000 to build a ship to replace the Maine, is not wise, but quite otherwise.

There is sure to be a contest all along the line against the "Chicago idea"—paying primary and grammar teachers the same salary—the claim being already made in Chicago that teachers of grammar grades should be paid more than teachers of primary grades "because a higher degree of scholarship is required of them, more time outside of schools is required of them, and the government of those grades is more difficult."

On March 22 I started for Los Angeles, and on April 27 was at home,—five weeks, 10,000 miles, twenty states, and thirty-four lectures and addresses before many thousands of teachers. In the Journal of Education I have told of the trip in detail, and the six numbers of the Journal containing these editorial letters, "Looking About in the West," will be sent to any address for fifteen cents. At Los Angeles the city institute claimed me for one day, the county institute for two days, and the Southern California Association, including six counties, for two days,—a busy and delightful week. It is the seventh time I have been to California, the fifth that I have been to Los Angeles to speak on education. At Nevada it was the State Association; at Salt Lake City, the city teachers' association, the high school, and the federation of women's clubs; at Ogden, the high school and the Teachers' Club; at Salem, Oregon, a county teachers' gathering; at Seattle, a city teacher's association; at Ellensburg, Washington, a normal school audience; and at Helena, city teachers and citizens' audiences.

From March 22 to April 27 I had the privilege of looking about in the West, traveling more than 10,000 miles in twenty states, studying the schools in six of the far Western states, making many formal addresses and lectures, aside from the after-dinner speeches born of the occasion. It was in the nature of the case a great luxury even to one who has been from the Atlantic to the Pacific coast seven times. The school people and school work of the West are always an inspiration, and never have they been so much so as on this flying trip to California, Nevada, Utah, Oregon, Washington, and Montana. It is a common saying out there that the best people of the world are to be found in the West, and the worst; that people are very, very good or ——. This is true of education. Much of the work is the best in the land, and some of it isn't. It is easy to introduce new methods, easy to dismiss teachers that do not suit the superintendent, and to get the best teachers from any part of the country; and at the same time there are cities in which a new method cannot cross the threshold of a schoolroom and in which a teacher who recognizes a home anywhere else cannot be given the freedom of the town. The colors have been planted far in advance, and the future of the West depends upon whether or not the rank and file will be brought up to the standard bearer. In every way it was a delightful trip, and the Teacher will have many an article gleaned from observation of the best school-

HINTS FROM THE SCHOOLS OF GREATER NEW YORK.—(I.)

BY ELLEN E. KENYON WARNER.

A DAY WITH MISS JENNIE B. MERRILL.

MISS JENNIE B. MERRILL, for seventeen years teacher of methods in the New York Normal College, was appointed in October, 1897, the first supervisor of kindergartens in the city of New York. Owing, perhaps, to the age, size, and mixed population of the city, New York was slow to develop the kindergarten spirit, but an experimental introduction of the system was secured in 1893, in the establishment of seven kindergartens, to which number twenty have since been added; and now a department of kindergartens is well under way for complete organization under the exceptionally promising direction of Miss Merrill, a supervisor to secure whose services all the live educational forces of the city united.

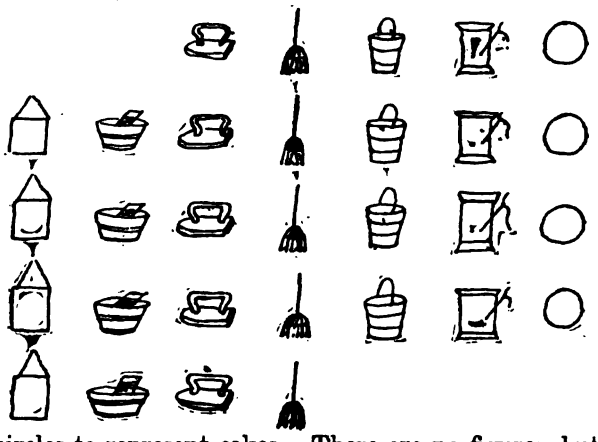
From the start, New York takes first rank in the training it demands of its kindergartners. They must have the regular teacher's license, besides that of the kindergarten. "This," says Supervisor Merrill, "is a distinct triumph of the principle, the best teachers for the little children." It is not possible yet to raise the standard in music and drawing as high as it should be.

The problem of nature study is a difficult one, as many of the schools are situated, but window boxes, for the planting of seed, have been furnished, as also a small aquarium for each kindergarten, containing six forms of aquatic life,* and plants of several kinds. Fir trees, in December, were enjoyed and studied, then and afterward, in a long series of exercises. The seed planting has had varying degrees of success. "In one kindergarten, the corn is sixteen inches high; in two acorns have sprouted; and we have tiny patches of wheat, grass, flax, peas, beans, etc., as well as many flowers. Many children have seen the butterfly escape from the cocoon which they had treasured all winter, and have voted to open the window and let it escape to the park and find its friends and the flowers. An enterprising kindergartner brought tiny chicks to her kindergarten, and for weeks the children took turns in carrying them to their homes. Many of the kindergartens have taken short walks in the neighborhood of the school, and the children have enjoyed watching the blue sky and the clouds, how high the sun rises, and the shadow it makes on the sidewalk. When no park was near, the children have walked to the nearest tree and learned its name. We have asked for stages, that the children who live far from Central park may be taken there at least once in the spring and once in the fall. Picture books of animal and country life, and the work in sand and clay have helped to acquaint the children with other natural objects. We have been aided by the collections sent us by friends living in the suburbs."

Supervisor Merrill has organized thirteen kindergartens, in addition to the fourteen that were in operation before her administration began. She has provided a brief manual of the kindergarten for the guidance of teachers in her department. She visits the older kindergartens monthly and those newly organized weekly. She makes the questions for examination of candidates for kindergartners' licenses and herself conducts the examinations in the practical part of the work. She has called meetings of the teachers in her department for general discussion, and secured a considerable addition to the list of reference books placed at their disposal by the board of education. She advocates a central kindergarten library especially for the use of her teachers.

Miss Merrill was found at her work in P. S. No. 14, on Oliver street. Miss Isabella S. Winslow is principal of this school, and Miss Harriet Kahn is the kindergartner.

The walls were decorated with well chosen pictures. The windows hold potted plants, and two boxes, in which the children have planted seed of various kinds, and two small aquaria. One of the blackboard decorations is a graphic calendar, in which all the Sundays are indicated by churches, all the Mondays by washtubs, the Tuesdays by smoothing irons, the Wednesdays by brooms, the Thursdays by scrubbing pails (except one solitary fish), the Fridays by spool and thread, and the Saturdays by



circles to represent cakes. There are no figures, but the children count the days and always know where they are in the week and month.

The neighborhood, an Italian district, is noisy, dirty, and very poor. These are the children who were privileged, as stated above, to cherish the two downy, yellow chicks, bought at Bloomingdale's, where they were hatched into a motherless world by an incubator.

At Easter, the quaint festival of the pace eggs was held, Miss Kahn hiding the eggs in every available corner and the children hunting until they found them all.

On the third of June (the day marked by a fish upon the calandar) the children were taken by their teacher to the Aquarium at the Battery. The children were enraptured with the "real, live trees" and other wonders they saw. One child while in Battery park called another a name. "Ah!" said a classmate, "don't say bad words here, where the pretty trees and grass are!"

The children told on their tables the "story of the seed." They "planted" a lentil. Then they laid an uncolored inch stick, leading downward from it, for the main root; a green five-inch stick upward for the trunk: two green two-inch sticks for the lower branches; two green inch sticks for the upper

*Lizard, tadpoles, goldfish, silverfish, and two kinds of snails.

branches; two wire half circles for the bases of leaves at the ends of the lower branches; and two-inch green sticks for the sides of these leaves; four wire quarter circles to describe two buds at the ends of the upper branches; five wire half circles to describe a flower at the end of the main stem; and a small red circle of paper in the heart of the flower to give it color.

One child asked for two more half circles for his leaves, so that he might give them the heart-shaped base. Another asked for two more lentils to put into his buds (having learned that the bud contains the seed). Little Michael wanted to draw his plant on the blackboard. Leonard, the officious, bothered him with too much help, and was invited by the teacher to make a drawing of his own in another part of the board and let Michael finish out his own design as he had himself conceived it.

After the dictation had been followed by a little free play with this design, the children walked around the class and looked at the work to see whose they liked best. Then they told which ones and why.

One child had grown his plant in inverted position, having "planted" his seed at the far side of his "garden" and laid the branches toward him. Another had grown his diagonally down the table, from the upper left to the lower right corner. Both of these plants were symmetrical. Miss Merrill thinks that the failure of these children to place the object in the conventional position may be due to the fact that bottom to front and top to back is a purely conventional rule, and these children have not yet noticed its universal observance. Query: Would these same children draw their trees upside down on the blackboard, which presents a vertical surface?

At the close, Miss Kahn improvised a little lesson out of the process of assorting and collecting the material, which was done entirely by the children.

When it was time to clear the floor for games, the teacher played softly on the rich-toned piano until the chatter subsided and the midgets were in very good order about their tables. Then at a decided chord, introducing a march movement, for which change the children have learned to listen, they rose and took up their chairs. Carrying these, they marched around the room and out into the playground. There they set their chairs in two rows and sat down on them. The teacher followed them and selected several helpers from among the boys. These took hold of the tables with her and bore a part of their weight while she guided them to their places at the side of the room. When all was ready, the class returned to music and formed a circle upon the broad, painted circumference painted on the floor.

One of the games was a dramatization of the story, "Baby Ray." After the parts had been assigned and the various pets had gone to their places of waiting, the brothers and sisters gathered near to see "Baby Ray" put to sleep in the mother's lap. He was asked if he was tired, what he had fed to-day, and what he had given each pet to eat. "Cabbage" for the doggie was pronounced inappropriate diet. A bone was substituted, and then the other pets and their favorite meals came in for mention. "Baby Ray" grew sleepier and sleepier during this conversation, in which the brothers and sisters joined. At last,

> "The little doggie that was given him to keep,
> Came to see if Ray was asleep, sleep, sleep."

The doggie came on all fours and sniffed affectionately at his little master, then retired to his place among the brothers and sisters. "The two little pussies, with their creep, creep, creep," came softly, but the "three little rabbits, with their leap, leap, leap," had to be stopped, for one of them had "forgotten to put on her quiet shoes." The child lifted one foot after the other, went through the pantomime of changing her shoes, and then they all "leaped" on with no further danger of awakening the baby.

After them followed "The four little geese from the duck pond so deep," and "The five little chicks, with a peep, peep, peep," all "To see if Ray was asleep, sleep, sleep."

Then Ray, fast asleep now, surely, for never seemed little sleeper more limply genuine, was laid on the teacher's low table for a crib, with a folded shawl for a pillow. But it was time now for the brothers and sisters, too, to go to sleep; so the "good-nights" were said and a sleepy song was sung, and all fell into the deepest slumber, only to be wakened at the morning light by the bright, emphatic tones of the mother, singing, "Wake up! wake up! the sun is in the sky!"

After the keen interest of this little drama, the "Visiting Game" was played, to insure nervous rest.

Miss Kahn is a kindergarten genius. The rapport between her and her children seems perfect. Her sequence in thought and action is unbroken. She lives the scenes in which she leads the children to live with her. The genuineness of her work stamps her as a teacher born. The reality and vividness of the children's imaginings is a tribute to it, as also their whole-souled devotion to business, whatever the business of the moment may be. Real, sensible, responsible motherhood is the spirit into whose care those favored children pass when they cross the threshold of her schoolroom.

Miss Merrill requests the kindergartners to leave the right-hand pages of their programme books blank, and to enter upon them a record of observations upon the children. Here are a few from Miss Kahn's book:—

Monday, April 5, 1897. "Miss Kahn, he bust my work," complained a child. "Don't say that," said Lena Pisardo. "Say 'He spoiled my work.'"

Moses Goldberg drew a wagon and put some letters on it. "What's this?" said I. "Readin'." "Well, what does it say?" "I don't know. You can read. I can't."

Tuesday, June 22. Children began to talk of fireworks. One told how a firecracker had hurt a baker. A second asked whether the baker baked round or square cakes. The first answered "round" in all earnestness, whereupon a discussion of cakes, pies, etc., followed.

Tuesday, April 20. Moses Goldberg didn't want any lentils. He is the same child who didn't like peg boards "because you do nothing but stick, stick, stick all day long," and who refused to eat maple sugar.

From here, Miss Merrill took her guest to a school

in a much better neighborhood, though still largely populated by the foreign and tenement-house element, land still on the East Side.

No. 35 has three fine kindergarten rooms, two of them furnished with pianos. The children were gathered in one room, around two long tables, for purpose of ice cream and cake. The toys which they had been invited to bring from home to enliven the occasion lay before them on the tables, and their little hands were engaged in waving flags aloft and their tongues in endless chatter. The supervisor engaged their attention while the cream was being served with some questions developing our great dependence on "Mother Cow," even for ice cream and for the milk in our very cakes. Interested thus, it was visibly easier for the little ones to keep hands from tempting spoons while mates were waiting for their portion. A little "Thank You" song closed these ceremonies, and then the chatter, or perhaps I should say "table talk," began again over the favorite cheer of childhood.

It was not long before "I want some more!" began to be heard; but one little maid, who had made of her feast a long-drawn-out delight, when her neighbor said "I want some more!" fed him daintily with her spoon, and finally, at the suggestion of a visitor, put a generous addition to his portion on his plate from her own.

As the conviviality grew, some of the youngsters waxed tuneful, bearing evidence to the intoxicating qualities of the cream and cake. "Coeur de Lion and Friar Tuck!" thought the visitor. "Would that Sir Walter were here to describe this revel!" It is not to be charged against the New York schools, however, that they foster any great amount of such gustatorial levity, even in their kindergartens. It was the first hot day of the season, and the three teachers of these three classes of babies thought they would treat them—that is all.

As there was not time to visit another kindergarten, Mrs. Alling, principal of No. 35, took us to see her flags. These are two reproductions of "Old Glory" made by the pupils, and measuring ten by fifteen feet. In sewing the stripes together three girls at a time worked on a single seam. The flags represent the work of about three hundred children. The boys folded and cut paper patterns for the stars. The principal divided up the field of blue and marked the place where the centre of each star should be. The girls basted and felled the stars on.

"THE SHOOTING STAR."

PROFESSOR JENKINS of Stanford University has done several wise and unusual things with his three little children by way of home education. One of these is their publication of "The Shooting Star," a monthly two column eight-page paper. Alice is now twelve, Hubert is nine, Olaf is seven. The price is five cents a number or fifty cents a year. The last page is devoted to advertising, for which they are paid. These little people do most of the writing, "set it up" with type which they have bought, and they make their own illustrations by cutting them out on boxwood like any other wood-cut makers. Each of the three writes. Hubert does most of the engraving, and Alice and Olaf get the subscriptions and advertisements. They all work "at the case" in setting up the paper. Here is a bit of Hubert's, the nine-year-old boy's, original verse:—

WHEN I SELL "SHOOTING STARS."

They dodge into the stores,
And jump behind the doors.
Some say "Yes," but some say "No,"
And that discourages me so.
When they see me come,
They all jump up and run.
But some buy two or three,
And that I like to see. —Hubert.

The final proof-reading has an older eye than Alice's, but there is no giving of maturity to the matter. Here is a wood-cut by the nine-year-old. It illustrates a story of two columns written by the same boy, Hubert.



Drawn and Engraved by Hubert.
"TED LANDED PLUMP ON THE BEAR'S BACK."

If any one thinks it a light accomplishment to engrave boy and bear, he will do well to try it on a piece of boxwood.

Here are samples of the home news notes, which are all genuine and interesting. The Cedro cottage is the Jenkins home:—

Two splendid young eagles, after a journey from Nevada, have arrived safely at Cedro cottage, and will take up their abode in our pigeon house. We intend to make pets of them.

One day in June three graduates of the primary department of Castilleja gave a good-bye reception to the rest of the school. It was held at the residence of our teacher, Miss Ora Boring. The three graduates were Emma Koopmann, Belle Herzinger, and Alice Jenkins. Each of the three named made a cake, herself, for refreshments. Besides the cakes, we had ice cream (which Bell provided) and lemonade. We played games, gave prizes, and had a fine time.

As a matter of fact, the subscriptions and the advertising pay a good share of the expense, but if it was all a draft upon the father's purse, it would pay as an educational feature of their lives.

No patriot can vote to cripple the schools by reducing the salary of the teacher.

When recounting the benefits of education, it should not be forgotten that Stanford University was established and millions were given to the University of California because Mrs. Leland Stanford and Mrs Phoebe A. Hearst became interested in founding free kindergartens in San Francisco.

ART LESSONS.

ART LESSONS FOR SCHOOLS.*—(II.)

BY ANNA VON RYDINGSVARD.

IV. To-day we have some pretty, peaceful subjects. In looking at this one called "The Sheepfold,"



Fig. 7. THE SHEEPFOLD.

it seems as if we could almost stroke the fleecy coats of these gentle animals, so naturally are they painted. The artist who painted this picture is very celebrated for works of this kind (Fig. 7); sheep going to pasture, grazing, coming home, or in the fold. His name is Charles Jacques, and he is, as you may have guessed, a Frenchman. He is still living and we may hope to have many more such beautiful pictures from his brush. See how safe and contented the hens look! It is all so suggestive of good will and peace; so different from the Roman chariot race, for instance. Do you remember who was called the "Prince of Peace" and also "The Good Shepherd"? (After the answer is given ———). Do you remember the care of the shepherd in going out to find the one little lamb lost on the mountain side, while all the other ninety and nine were safe in the fold? The lamb is such a gentle creature it was much used by the famous painters of olden times to symbolize the Saviour—"The Lamb of God." (Show one or two pictures of this, if possible.) Another domestic creature referred to in a very beautiful passage in the Bible is the hen with her chickens. It is sad as well as beautiful, and begins: "Jerusalem, Jerusalem! how often would I have gathered thee," etc. I am not going to tell you the whole of it, for I wish you to look it up and tell to me at the next lesson. The sentiment of the next picture (Fig. 8) harmonizes well with what has been said. It is called "The Two Mothers and Their Families," and is by an American woman, Elizabeth Gardner, who was born in Exeter, N. H., but who lives and paints in Paris. Her pictures have been much praised, and perhaps you have seen engravings of some of them. She painted "Moses in the Bulrushes," "Ruth and Naomi," "Maud Muller," and that beautiful picture, "Cornelia and Her Jewels."

The hen is as happy in her way with her chickens, and as anxious to find food for them and protect them as the pretty human mother is happy and proud of her little one standing by her knee. I imagine this mother is teaching a lesson to her boy from the hen and her brood, telling him how kind he must be to all dumb creatures, for they can feel pain when hurt, and do mourn for their young if robbed of them. In contrast to this is the poor, patient pony (Fig. 9) left by its thoughtless,—yes, heartless,—master standing in the bleak snow storm, while he carouses in the village inn.

See the dejected air of the poor little beast and the jollity of his rider and companions expressed in the shadow on the curtains. The poor pony is indeed "Forgotten." (Bring home a plea for the Band of Mercy.)



Fig 8. THE TWO MOTHERS AND THEIR FAMILIES.

V. What a charming scene in this picture (Fig. 10) called "A Corner in Venice," by Jacques Wagrez!

*Copyrighted, 1898.

The dove is another symbol of gentleness and of purity. Did you ever hear the pretty story told by our great author, Nathaniel Hawthorne, about a girl in Rome tending doves from her tower window? She was an American girl named Hilda. When you are older I hope you will read the whole book, for it is called the best guide to the art treasures in Rome. Its name is "The Marble Faun." (It would be pleasant to tell the dove-feeding part in simple words.)



Fig. 9. FORGOTTEN.

Many of our best authors and those of other lands have written about birds and animals in the most charming way. ("The Waterfowl," by William Cullen Bryant; "To a Sky Lark," by Percy Bysshe Shelley; "Hark, hark! the Lark," from one of Shakespeare's plays (which one?); "Llewelyn's Dog," and so on, might be read to them if old enough to appreciate them, and even committed to memory. Speak of "Merchant of Venice.")

VI. We must not close our series without speaking of two of the best known, and perhaps most popular, of modern animal painters—Rosa Bonheur and Sir Edwin Landseer. Rosa Bonheur was born in Bordeaux, France, in 1822, into the midst of a very artistic family, for her father was a painter and her brothers were also artistic, one, Auguste, leaving some very fine animal paintings. When Rosa was nineteen years old she began exhibiting her paintings. That does not sound remarkable to us till we realize that was nearly sixty years ago, when it was not so easy as now for a woman to appear publicly. She is said to be eccentric, but the rumor arises from the fact that in order to study animals in their native haunts or in menageries or shambles, she was forced to put on men's attire so she could visit the places where they could been seen. She was so absorbed by her work that she was known to have gone to the theatre in her studio jacket daubed with oil paint. But the people knew her so well and respected her so highly for her blameless life that those trifles passed unnoticed. She is kind, generous, and helpful to others, and that is better than fine raiment and jewels.

She has painted much in the Scottish highlands, loving the breezy nature and rugged landscape there. I have chosen "Morning in the Highlands" (Fig. 11) from among her many fine works. It shows a herd of fine cattle on the high mountain levels, with a glimpse of one of the lakes for which Scotland is so famous. (Point out Scotland, the Grampian hills, etc.) (Ask for names of lakes and principal peaks.)

Sir Edwin Landseer was an English artist, and was born in London—also into an an artistic family—in 1802. His father and one brother were celebrated engravers. Edwin had every advantage for study, and when he was thirteen years old exhibited at the Royal Academy. Afterwards the queen became a great admirer of his work, as her love of animals is well known, and she proved a true friend to him. He was knighted in 1850, as a reward for his work. There



Fig. 10. A CORNER IN VENICE.

was a clergyman of those days, known as Sydney Smith, who was also a great wit. When asked if he would not sit to Landseer,—for the artist painted portraits, also,—he replied: "Is thy servant a dog, that he should do this great thing?" Can

you find out for me what he was quoting from?

Although Landseer painted lions, monkeys, deer, and other animals, his fame rests on his dogs. As one critic said: "The best defenders of his genius are the dogs themselves." Landseer's friendship with Sir Walter Scott—another lover of dogs—helped develop the romance and imagination of his nature, and he differs from Rosa Bonheur in putting before us the relations of animals to human beings and telling stories by his pictures, while Rosa Bonheur rarely does this, and is content to represent animals by themselves, but with the greatest faithfulness to nature possible. Look at this example of Landseer's work I have chosen (Fig. 12), "Alexander and Diogenes."



Fig 11. MORNING IN THE HIGHLANDS.

What a story it tells itself, what humor! (Let the children find out something about Scott and bring in. Point out England and London.) Explain the reason for naming this.

(It would be well to introduce humorous pictures



Fig. 12. ALEXANDER AND DIOGENES.

once in a while, as, for instance, the works of J. Adam, whose cats are so good; of Edwin Douglas, Barber and Frank Paton. Also such excellent and story-telling pictures as Ansdell's, Scotch; Gerome, French; Rubens, Flemish; da Vinci, Italian; Julien Dupre, French; Troyon, English; and our Boston artist, Alexander Pope.)

SUGGESTIONS FOR MORNING TALKS.

BY GEORGIA A. HODSKINS.

ARE you keeping lists of the flowers and birds you have seen this year? Encourage the children to keep individual lists as well. Some day the middle or last of this month have the class look through the list of flowers and make some comparisons. Which are more fragrant, the flowers of April, May, or June? Which are more showy, larger, brighter-colored?

Which are usually more fragrant, white or pale-tinted flowers or large bright ones? What use is color to the flower? What advantage in having fragrance? Have you found more yellow, red, blue, violet, or white flowers? Your flower list will increase rapidly the first two weeks of this month. During the last days of June flowers begin to be scarce until by the middle of July the golden-rod begins to unfurl her yellow banners along the dusty highways.

Daisies and buttercups are abundant. Children always love them. They seem to be especially the children's property. Teach some of the many good selections. In Jean Ingelow's "Songs of Seven" are several very good ones.

Butterflies and daisies seem somehow closely connected, though perhaps many varieties are oftenest seen hovering over the great heads of clover. The butterflies are as fond of sweets as the bees.

Is it correct to say that a bee gathers honey from the flowers? What is the correct expression? Have you ever watched a bee in his flight through a field? He seems to be idly wandering from flower to flower. Does he take a sip of clover nectar and then a bit from that cluster of azalea, a taste of apple blossom here and a morsel from the heart of a wild rose next?

What is it that makes the air so fragrant? It is almost like mignonette. The bees have found out the secret. Hear them humming it to their neighbors. I know it now. "The wild grapes are in blossom," they are saying.

I heard the robins singing this morning. I believe they are the news venders of bird town. This

time they were crying: "Cherries are ripe! Cherries! Cherries! Ripe, red cherries!" They will take the first red ones. Still I think they deserve a few cherries for their dessert, after making their dinners of bugs, worms, and insects that would otherwise have killed the trees; don't you?

The ground under the pine trees is covered with fine yellow powder. It is the pollen from the pine trees.

Did you see those black swallow-tails on that clump of clovers? See them shake their wings! That is because they are so fond of the clover nectar. The yellow swallow-tails are just as fond of the syringa, and you will find little flocks of them hovering over the bushes.

How graceful the columbine is! See that clump growing on the ridge on that ledge of rock. It does not seem as if there were earth enough there for the tiniest plant to live on. The columbine will grow beautifully in your yard if you take it up carefully.

The snakes have shed their winter coats. How bright their new spring ones look. You may find one of the old skins in your walks in the woods if you have sharp eyes. How did he get out of it?

The farmers are very busy this month. Weeds grow as fast as corn, these warm days.

Do you like to pick strawberries? Do you know how much spicier the wild ones are? What animals know this as well as you? Did you ever give your pet squirrel a strawberry? Try it.

The catbird's eggs are blue-green. The robin's eggs are green-blue.

How the pollywogs have grown. There are great frog concerts in the swamps now. Do you know the different frog families? Which are singing this month? Do you know the big fellow who plays the bass drum?

The birds sing less. What time of the day are they the most tuneful? Which birds sing at noon? They can't take the time for concerts this month. Those hungry babies have to be fed and taught to fly and to hunt for worms, and father bird has to help mother bird, or those great fat birdlings would wear her all out.

Have you heard the crickets yet? They sound like fall. I saw the fire-flies last evening. What is it makes them shine so? Tell or read of South American and Indian species.

How sweet the locust is! Have you seen the flower close to you, so that you know the shape of each blossom on the cluster? What other butterfly-shaped flowers do you know? (Wistaria, sweet-pea, bean, and lupin are the commonest ones.)

Farmers say, "The fruit is setting well." What do they mean? Which part of the blossom grows to produce the fruit?

Do most of our June showers come before noon or after noon?

Why do we find so many ants on these rose-bushes? There are quantities of plant lice on them, too. Those bushes over there have neither on them.

Difference in dress of male and female birds. Reason for this. Which parent does the young bird oftenest resemble? Cases where part look like one parent and part like the other.

Spiders. Watch them spinning their web. Tell the story of Arachne. Study habits, food, appearance. I saw a spider this morning carrying a white, soft-looking ball. What do you suppose it was and what was she doing with it?

Study trees. Uses of wood. What is the elm wood used for? What is made of pine? Fruits of common shade trees.

The common sumach has red berries. The poison sumach has a red stem and greenish white berries.

Which birds rear two broods? Study the snipe. Learn Celia Thaxter's "One Little Sandpiper and I."

Clay Modeling.

Clay modeling gives the power to grasp essentials.
It gives the power to reproduce essentials.
It forms new images in the child's mind.
It shows the teacher what are the images in the child's mind.
It subordinates detail in reproduction.
It develops a new language.
It develops a constructive imagination.
It develops a creative imagination.
It shows the child's power of attention.
It cultivates perception.
It exercises judgment.

A FLOWER WITH MANY NAMES.

HAVE any of you ever been in one of those old-fashioned churches where just over the preacher's desk there was placed what is called a "sounding board" to increase the chances of his being heard by every one in the house? Now try and see if you can picture to yourselves the tall, slim figure that you have seen standing there on a quiet Sunday morning. How many of you could form the picture?

This morning I want you to look carefully at the curious flower that I have brought for our study. Does it remind you of any plant that you have seen growing in your homes? Yes, I am sure that it looks a great deal like the "calla" which you mention, and when I tell you that they are members of the same family, cousins, so to speak, you will not think it strange that they should be so much alike.

But look at the flower again! Do you see the slim little man who is standing beneath his arched roof, as if he, too, would speak to you? Before you tell me what he is saying, let me introduce him to you by name. This is Mr. Jack-in-the-Pulpit, children! How many of you can tell me how he came by this queer name? Since his name is Jack, I wonder if this queer little fellow is not out of place, for Jack, you know, is the name which we give to our soldier boys at sea.

Our flower, to-day, is queer in other respects than in name. This striped arched roof which shuts around and about Jack is really not a part of the flower at all, but is simply a kind of cloak which he wraps over and about himself to keep out the rain and the cold. Are you curious, now, to know where the real flowers are? Here, look upon Jack himself! What do you see? Is he not beautifully decked out in yellow and gold? These wee yellow things, such

as you may see in the heart of a rose and most other flowers, are all that Jack can boast of in the way of blossoms.

Another interesting thing about our plant is the variations in color which may be found in Jack and his gown in different plants. Sometimes they are dark, sometimes light, and if you are very observing you may even find one in which these parts are bright yellow. In the early English springtime, the children there gather handfuls of the closely related flower under the name of "Lords and Ladies." They call all of the dark ones lords, and all of the lighter ones ladies. In olden times in England these flowers were called "Wake Robins" and "Cuckoo-points," but these terms have almost gone out of use, and in our country, at least, they are universally known as Jack-in-the-Pulpit, Preacher-in-the-Pulpit, or Indian turnip.

Yes, our plant has yet another name,—Indian turnip! How do you suppose that it came by this one? I will tell you. The name Indian turnip comes from the use as a food by the Indians of that which at first thought you would call the root of the plant. If you should taste of this or of any part of



the plant when raw, you would find it so acrid that it would blister your mouth and tongue. When I was a child, they told me that it is poisonous when eaten, but I have learned since that that is not true. The Indians boil the whole plant, when it looses its acridity and becomes a very nutritious food. We are told that one-fourth of the bulk of what we call the root is starchy matter fit for food.

Now let us think why it is called a turnip. As you know, the common turnip is the root of the plant that bears that name. Look at this turnip! What do you find branching out just above it? This lower part, then, is not the root. I will tell you what it is. It is really a peculiar kind of underground stem, just as the potato and the artichoke are both stems. I think, however, that this is called a turnip because it resembles the real turnip in form, place of growth, food value, etc.

If you should look for our friend Jack a month or two from now, you will find him greatly changed.



Fig. II.

The one or two compound leaves whose petioles sheathed the base of the stalk on which Jack is borne have disappeared, and the yellow, green, and purple striped cloak which he donned so jauntily has faded and fallen. Jack, himself is changed also. He is now plump and thick-set, and instead of the yellow flowers have come green fruit or berries, which later yet will turn to a bright red. In Fig. II. you will see him as he appears in the fall of the year.

And now that we have learned so many things about this queer plant, I want you to learn the following stanza, that we may repeat it together when we would do honor to our friend Jack:—

"Jack in the pulpit
Preaches to-day
Under the green trees
Just over the way.
Squirrel and song sparrow,
High on their perch,
Hear the sweet lily-bells
Ringing to church.
Come, hear what his reverence
Rises to say
In his low-painted pulpit
This calm Sabbath day.
Fair is the canopy
Over him seen,
Penciled by Nature's hand,
Black, brown, and green.
Green is his surplice,
Green are his bands;
In his queer little pulpit
The little priest stands."

Tricky Dot.

BY CHARLES F. JOHNSON.

(For Reproduction.)

DOT is a small white horse that lives on a farm and works hard most every day. Her master is kind to her. She did not like the check-rein that she had to wear in the field, because it held up her head so that she could not get a bite of grass when she wanted it. But sometimes she wanted the grass so much that she learned to drop down on her knees, and then she was near enough to get all she wanted. After she got a mouthful she would stand up and eat it. In this way she could help herself in spite of her master. "Where there's a will there's a way," even with a horse.

We present, as our supplement for June, a portrait of Nathaniel Hawthorne and the "Old Manse."

Patriotic enthusiasm runs high all over this broad land just now, and schools are, and must be, in the forefront of this awakening.

THE FIRST DAY.

A RECIPE FOR SUCCESS.

BY JEAN HALIFAX.

[For the young teachers who begin their new work next September.]

N. B. We do not think we "know it all"—we only give a few hints which have grown out of our own experience.

"WELL begun is half done," so begin during your vacation to prepare for a year of success.

The first direction in the recipe for hare-pie is, "First catch your hare." If you are going to make a dress, the first requisite is the material, isn't it, girls? And the first requisite for our school work is material. And that is our work, to collect the material for charmingly interesting and helpful lessons next year, during these long, restful, summer days.

The most useful thing you can find for school work is good health. It will keep you from growing nerve-worn, despondent, or—cross! If you are worn and weary, the children will be restless and uninterested. So first look out for your health. Be out of doors as much as is possible.

And what are you to collect? Well a little of everything, only there must be "method" in your "madness."

If you put your collecting off until the time for using your material has come, you will keep worried and the work will always be ahead of you. You will, therefore, be under a nervous strain. But if your summer has been one of preparation as well as rest, you will be free to enjoy all that comes in your way, and your health and spirits will be accordingly improved, and your school work will not wear on your body and nerves.

Your collection will be too large to be packed in your trunk, so get a box from the grocer's, and arm yourself with all the pasteboard boxes, handkerchief, collar, shoe, thread boxes, etc., which the stores will give you. Your various specimens, nicely labeled, classified, with date and place when and where found written on them, and with explanatory notes pasted inside each box, will safely repose in their proper place till needed again.

You may find printed scraps from newspapers, teachers' journals, etc., which can be pasted on the box covers. For instance, Box No. 20 holds a wren's nest. And in the March number of the Primary So-and-so you found an article on "The Wren and Her Nest." Paste it on the box cover. It is all ready for your shelves (for of course you'll have a glass-doored bookcase put into your schoolroom for your own and the children's specimens. A carpenter or the big boys can make a cheap, useful case, if you cannot get a new or second-hand one).

Perhaps you wonder why these scraps are not made into a book instead of being pasted on the boxes. Well, we found in our school that the children liked to look over the collection on rainy days or while waiting for school to "take up," or even at their seats after lessons were learned, and they were at a loss as to what to do. And the frequent "looking over" the specimens and reading the descriptions pasted on made them quite familiar with the notes.

So much in regard to the boxes. Now as to the contents.

1. Twigs. Tie the bits of twigs from different trees to the box by linen thread, and fasten the label "apple-tree," "wild crab," etc,. to each specimen. Have as complete a collection of samples in your twig box as possible. The children will have a twig lesson some day, and draw and describe each specimen.

2. Nuts. Divide your box into compartments by means of strips of pasteboard sewed in, and arrange your nuts in the little squares. Label each nut, of course, for the city child's benefit.

"But summer isn't nutting time," you say.

You'll find plenty of last year's nuts for samples in your walks or drives, or left over from last year's store in some country attic. Make friends with the boys at the farm-house, and they'll help your collection in its growth.

3. Stones. I don't intend that you shall carry home a cliff or two, bodily, but tiny specimens can certainly be taken. There is hardly a spot where specimens of stones can not be found in abundance, with all the strange history of long ages ago imbedded in them.

4. Wood. An inch or two, at least, from each tree. You might have each piece cut four or six inches square, polished, and fastened on the top of your cabinet, if you want an inlaid or mosaic top. And I'll warrant you that it won't be many weeks before every child knows each piece in that mosaic.

5. Bark. An inch or two of each tree's bark will be enough.

6. Mosses. Bring mosses home to put under a north window, or in some corner of the schoolroom, or even in a box under your desk (put it on casters). Plant the moss in a baking pan so that you may water it freely and safely. This will be a living, changing object lesson for a long time.

7. Herbarium. That means your pressed flowers, ferns, weeds, etc.

8. Leaf Impressions. That is your collection of leaf photographs in ink. You probably know how that is done.

9. Bugs. Flies, beetles, etc. Only, remember, don't let the children have any lesson in cruelty from you. There are ways and ways of managing in this matter.

10. Living Specimens. Take home roots, violet roots, etc., and plant in your window garden, or keep in your own room, and bring to school when needed. If your summer is spent by the seashore, you will have a wealth of material for your work. 11. Shells. 12. Starfish. 13. Pebbles. 14. Seaweed and sea mosses; and, in fact, all the treasures which the briny deep will so willingly yield up to you.

"But you must stay in the city all summer."

There are still treasures in the parks, and is the ocean too far away? Isn't there a lake or river near? Watch when the ground is dug up for new buildings, too. There will be something there, even.

15. Take home material for an aquarium. I once had a honey jar with about twenty-five snails in it which delighted the children for weeks. Didn't you know snails were really interesting? Did you know that they will learn to know your call, or, rather, tap on the glass, and come up to the top of the water for you and not for a stranger? Oh, there's something even in a snail jar!

You will need some good books of reference for your summer tour; a helpful, simple nature book, flower book, bird book, etc.; one on your sea treasures; one on your woods, etc. You will need them for the schoolroom work, so you might as well get them now. Get a year or two of the leading teacher's papers. Study them more than summer novels.

The next thing to do is to attend some institute, or summer school. Only, don't study yourself sick and nervous. Absorb, instead of anxiously grab and clutch, each idea.

Next, plan out your year's work, and take that plan to the best teacher you can find. Even though an utter stranger, she will recognize you as a fellow-worker, and be glad to give you the practical advice which you need.

If your grade is above the primary your collection will also show: (1) Photos of noted places and kodak pictures of your own; (2) Notes on interesting places.

[Hardly any place is absolutely without some historic or interesting associations. Consult town records, etc., and enthuse your pupils so that they will do the same next summer.]

3. Historic relics. Shot, or something from some battleground. Flowers, etc., from noted places. Your snap shots of the grounds or houses, or cannons, etc. Models of famous ships, etc. These will be a wonderful help in your history and geography work, as well as in all "compositions."

Now for the school work in September.

1. Go to the place where you are to teach at least two or three days before the term begins.



CLARA BARTON.

Get thoroughly settled, so that your time and strength will be kept free for the school work in its first days.

Get a list of your (probable) scholars, and call on them at their homes, if possible. If there is a ring-leader of mischief among them, win over his parents, and then win him over by letting him do something to help you. Perhaps getting your "greens," etc., for festoons will be the safest work at which to set him.

The day before school begins, with the help of that ring-leader and two or three of the older scholars, decorate the schoolroom. Put your aquarium on the little corner stand. Set your flowers on your desk. Put your moss box beneath it. Hang up some good pictures; be sure the subjects are peaceful, restful ones. Perhaps the children can supply you with a few; each ten children lending a few pictures for September, the next set loaning some for October, and so on.

Don't get tired out this day. Go home early, eat heartily of plain food, go to bed early and wake up refreshed and ready for your work.

Be at the schoolhouse in good season. Wear your prettiest, daintiest dress. (One teacher whom I knew always wore a white dress, with flowers in her belt, for the first day. She said she sacrificed it to the good of the cause, because white together with the flowers, seemed to have a quieting effect on the school.)

Armed also with your sunniest, most courteous air, assisted by two or three of the most popular scholars, armed with an equally courteous smile, as your aide camps, meet each comer at the schoolroom door. [This is to prevent any noisy entrance, as you want to prevent rather than put a stop to, disturbances.]

These assistants help the children to hang their hats and wraps on the proper pegs (already labeled with the names as far as you have been able to do so) or to put rubbers in the proper box, or to hang them to the right pegs.

Then these aide camps—if you are too busy—explain a little about the cabinet, etc., and show the children to their seats.

[It will only take a few minutes' drilling the day before for this work. Or, if such aide camps are an impossibility, you can find some girls, your friends, or members of the church you expect to attend,—the minister will give you the names of some pleasant, capable girls who would be willing to help you for an hour on this first morning,—who will serve instead.]

Does this seem unnecessary? After you've taught a good many years, you'll see how valuable that first impression of a courteous, orderly, interesting place really is. And that is of the greatest value. Your helpers are dismissed before the opening exercises probably.

As soon as these exercises are over, and they should be helpful, earnest, and reverent, while you are taking the names and addresses of the scholars, whom you could not meet before, the others can be making out a short account of their summer.

Tell them that the cabinet which stands just at the back of the platform, labeled (over it) "In Summer Time" [make the letters of evergreen] represents the treasures you found during your vacation. And ask them what ones of those specimens they also found in their vacation days. That will be sure to win their hearts, for the boys have probably found nests, etc., in which they have become interested.

Put on the board a map of the place where you spent your summer. Ask them to make a map of their summer home. If they do not know how, help them. Use this for the geography and language lesson.

Even if they have been obliged to stay in the city all summer, they will have seen and heard a good deal which can be woven into a "composition." [N. B. Call it a letter, so as not to frighten them!]

Some boy has tried the free swimming tank. There is a chance for a tiny talk on "the world is growing better." How thoughtful in some one to plan those free bath houses! In the days long, long ago, people did not found asylums, etc., as they do now, and so on.

There is time for a wee nature lesson, as you show them the bouquet, "which may wither soon, so we will find out all we can about these flowers now, while they are fresh.

"And now we will have some lessons from our books; after that, if there is time, I will tell you how and where I found that eagle's feather on the fourth shelf."

You have made them anxious to work steadily on their lessons, in order to hear the story of the eagle's feather. And the school is quiet and busy. Help them to get well started on those "book lessons" and be thinking out the programme which will go on the board to-morrow. For it is impossible to do that the first morning, although of course you have a general plan on the board as a guide.

Ask the children to tell the folks at home what they have heard about the birds' nests, etc., and ask them to get their parent's help on making out an account of their (the children's) summer. Tell the children that as their parents are older than they, their memories will probably be longer and stronger, and so they will be able to add many points. And the parents will begin to take an interest in what the children are doing.

Whatever is the leading talk of the day may serve as the basis for a "talk"; the children may write it down, have an object lesson on it if possible, and ask their parents more about it at home.

The next day you can begin on making the "book lessons" interesting.

Find out from them which school, or room, is considered by them the model one. Arouse in them a desire to make their room a perfect one, the model one in the city. Write down on the board the points they give you on the best school; and then plan with them as to what can be done to bring this particular room up to the standard.

Encourage them to work with you. Make them feel that they are partners, that this room is a miniature republic, not an absolute monarchy. Let them feel their responsibility and their grand true privilege; and you will be sure to make your work there a success.

For if you are thoroughly in earnest yourself, and love, or try to love—for you will succeed in time—the children, you need not fear that you will be a failure. And remember,

"Thou must be true thyself
If thou the truth would'st teach."

One word more: "Success to you" is the toast of all your fellow-workers who have been long in the service.

FABLES FOR THE LITTLE ONES.

BY ELLA M. POWERS, NEW YORK CITY.



PON the board write a list of words the children may be in doubt about spelling. Then read the fable to them and ask them to write it.

Little ones of six or seven years of age can write these fables as readily as: "I see a cat."

THE FOX AND THE GRAPES.

fox	could
grapes	said
high	want
vine	them
jumped	sour

A fox saw some grapes.
They were on a high vine.
The fox jumped and jumped.
He could not get them.
At last the fox said: "I do not want them. They are sour grapes."

THE FROG AND THE OX.

ox	another
brook	wished
drink	puffed
stepped	burst
killed	happy

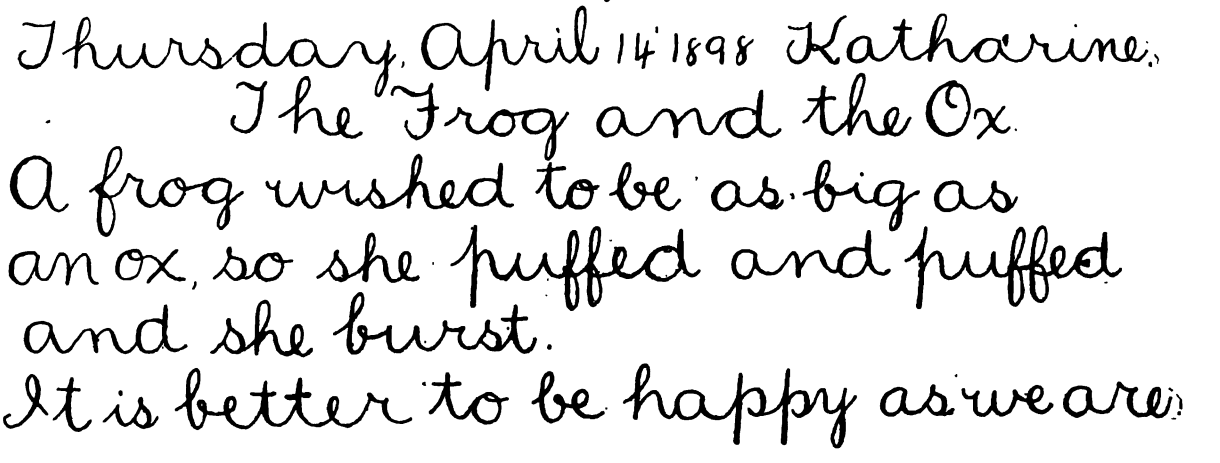
An ox came to a brook to drink.
The ox stepped on a frog and killed it.
Another frog wished to be as big as an ox.
She puffed and puffed and at last she burst.
It is best to be happy as we are.

THE CAT AND THE BIRDS.

some	said
told	must
birds	about
sick	coat
were	cure

Some one told the cat that the birds were sick.
The cat said, "I must go and see about this."
So he put on his coat and hat and took some pills in a box.
Then he went to see the birds.
"I hear you are sick," said the cat. "I have come to cure you."
"O, O," said the birds. "We can get well without you. You will not cure us. You came to eat us. We know you, old cat."

The following is a facsimile story written by a six-year-old.



MOTHERS' DAY.

MOTHERS' DAY.

BY CONTENT PACKARD.

HAVE each child write a note on dainty paper inviting his mother to visit the school at a specified time. Give a form of invitation, if thought best.

Place "Honor to Our Mothers" in evergreen letters over the entrance. Decorate the blackboards with appropriate selections.

Arrange the best work of the pupils on little tables here and there for inspection after the exercises.

If such pictures as "The Madonna," "Queen Louise and Her Sons," "Cornelia and Her Jewels" can be borrowed, they will be of interest.

Ask the children to bring flowers, and at closing time station two children at each entrance with flowers, to be given out to visitors as they leave.

SONG (school). [Tune: "Maryland, my Maryland."]

To-day we gather, every one,
'Tis Mothers' Day, our Mothers' Day;
With joyous hearts we greet you all,
'Tis Mothers' Day, our Mothers' Day.

O, may we now all prove to you
On Mothers' Day, dear Mothers' Day,
We love you best of all the world,
This Mothers' Day, our Mothers' Day.

SCRIPTURE READING (teacher).—Proverbs i.: 8 and 9, Exodus xx.: 12, Proverbs vi.: 20, Isaiah lxvi.: 13.

RECITATION.—"Mother Knows."

Nobody knows of the work it makes
To keep the house together;
Nobody knows of the steps it takes,
Nobody knows but mother.

Nobody listens to childish woes,
Which kisses only smother;
Nobody's pained with naughty blows,
Nobody—only mother.

Nobody knows of the sleepless care
Bestowed on baby brother;
Nobody knows of the tender prayer,
Nobody—only mother.

Nobody knows of the lesson taught
Of loving one another;
Nobody knows of the patience sought,
Nobody—only mother.

Nobody knows of the anxious fears
Lest darlings may not weather
The storm in after years,
Nobody knows but mother.

Nobody kneels at the throne above
To thank the Heavenly Father
For that sweetest gift—a mother's love;
Nobody can but mother.

SONG (school). [Tune: "Sweet Marie."]

With our mothers here to-day,
Let us all be bright and gay;
Let us all now happy be,
Every one.

They have come to be our guests;
We will try to do our best;
We will show them that we love them
Best of all.

And to all we'll ever try,
Every day and every hour,
To be kind and gentle, as they are to us;
Ever loving, ever good, ever patient, ever true,
Ever ready to be helpful unto all.

RECITATION.—"A Fellow's Mother."

"A fellow's mother," said Fred the wise,
With his rosy cheeks and his merry eyes,
"Knows what to do if a fellow gets hurt
By a thump, or a bruise, or a fall in the dirt.

"A fellow's mother has bags and strings,
Rags and buttons, and lots of things;
No matter how busy she is, she'll stop
To see how well you can spin your top.

"She does not care—not much, I mean—
If a fellow's face is not always clean;
And if your trousers are torn at the knee,
She can put in a patch that you'd never see.

"A fellow's mother is never mad,
And only sorry if you're bad:
And I'll tell you this, if you're only true.
She'll always forgive you, whate'er you do.

"I'm sure of this," said Fred the wise,
With a manly look in his laughing eyes,
"I'll mind my mother quick, every day;
A fellow's a baby that don't obey." —Selected.

ADDRESS (teacher). [This will be a grand opportunity to draw mothers and teacher closely together.]

RECITATION.—"Mother's Room."

I'm awfully sorry for Jack Roe,
He's the boy who lives with his aunt, you know;
And he says his house is filled with gloom
Because it has no "mother's room."
I tell you what, it is fine enough
To talk of "boudoirs" and such fancy stuff,
But the room of rooms that seems best to me,
The room where I'd always rather be,
Is mother's room, where a fellow can rest,
And talk of things his heart loves best.
What if I do get dirt about,
And sometimes startle my aunt with a shout?
It is mother's room, and, if she don't mind,
To the hints of others I'm always blind.
Maybe I lose my things—what then?
In mother's room I find them again.
And I've never denied that I litter the floor
With marbles and tops and many things more;
But I tell you, for boys with a tired head,
It is jolly to rest it on mother's bed.
Now poor Jack Roe, when he visits me,
I take him to mother's room, you see,
Because it's the nicest place to go
When a fellow's spirits are getting low.
And mother, she's always kind and sweet,
And there's always a smile poor Jack to greet,
And, somehow, the sunbeams seem to glow
More brightly in mother's room, I know.
Than anywhere else, and you'll never find gloom
Or any old shadow in mother's room.
—Harper's Young People.

SOLO.—"My Trundle Bed." (This should be sung by some one from outside the school.)

QUOTATIONS.—Quotations similar to the following:—

"Who is queen of Babyland?
Mother kind and sweet,
And her love from above
Guides the little feet."

"God could not be everywhere, so he made mothers."

Immediately after these quotations, have the school recite the following:—

Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather,
Hundreds of dewdrops to greet the dawn,
Hundreds of lambs in the purple clover,
Hundreds of butterflies on the lawn,—
But only one mother the wide world over.

SOLO.—"Home, Sweet Home."

RECITATION.—"Child and Mother."

O Mother-My-Love, if you'll give me your hand,
And go where I ask you to wander,
I will lead you away to a beautiful land—
The dreamland that's waiting out yonder.
We'll walk in the sweet-posie garden out there,
Where moonlight and starlight are streaming,
And the flowers and the birds are filling the air
With the fragrance and music of dreaming.

There'll be no little, tired-out boy to undress,
No questions or cares to perplex you,
There'll be no little bruises or bumps to caress,
Nor patching of stockings to vex you.
For I'll rock you away on the silver-dew stream,
And sing you asleep when you're weary,
And no one shall know of our beautiful dream
But you and your own little dearie.

And when I am tired I'll nestle my head
In the bosom that soothed me so often,
And the wide-awake stars shall sing in my stead
A song which my dreaming shall soften.
So, Mother-My-Love, let me take your dear hand,
And away through the starlight we'll wander—
Away through the mist to the beautiful land—
The dreamland that's waiting out yonder!

—Eugene Field.

SONG.—"Good Bye."

[Tune: "Tramp, Tramp, Tramp."]

Now we bid you all good-bye,
Till we meet you once again,
And we thank you all for coming here to-day,
We have tried to do our best,
And to show our love for you,
And we hope you'll come again some other day.

Chorus.

Wave* the flags for our dear mothers,
Loving, tender, kind, and true;
No one else with them compares,
No one so much for us cares,
May our Father bless them each and every one.

*Let each child wave a small flag which has not been in sight up to this time.

THE PIED PIPER OF HAMELIN.

BY MARA L. PRATT.

ONE of the most interesting poems for children is the "Pied Piper of Hamelin." I have often wondered why teachers do not use it more.

Recently, out in the little Iowa town of Preston, I found a real genius of a primary teacher,—Miss Pasch,—whose children were full of the Pied Piper. And, as one is always rejoiced to find her own ideas in expression, I prevailed upon the teacher to give me a bit of her work. Here it is, straight from the children's own hands. Perhaps it will be a happy suggestion to some primary teacher who is wondering what she shall find next to interest the children in. The poem is Robert Browning's, and so is easily available.

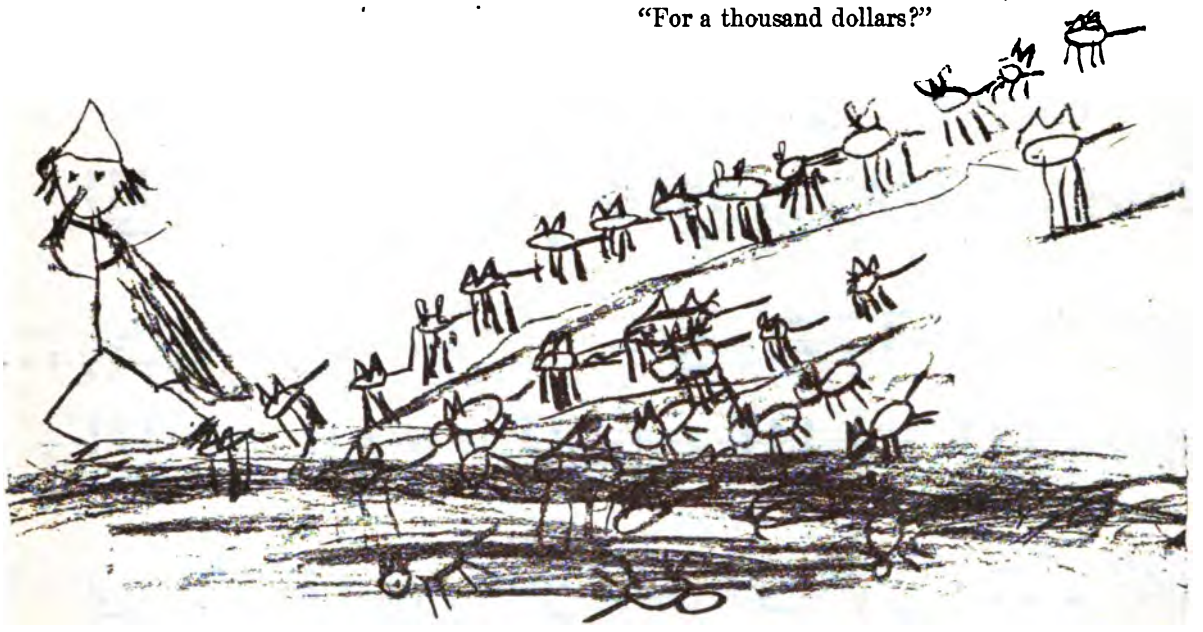


TOWN OVERRUN WITH RATS.

THE PIPER AND THE RATS.

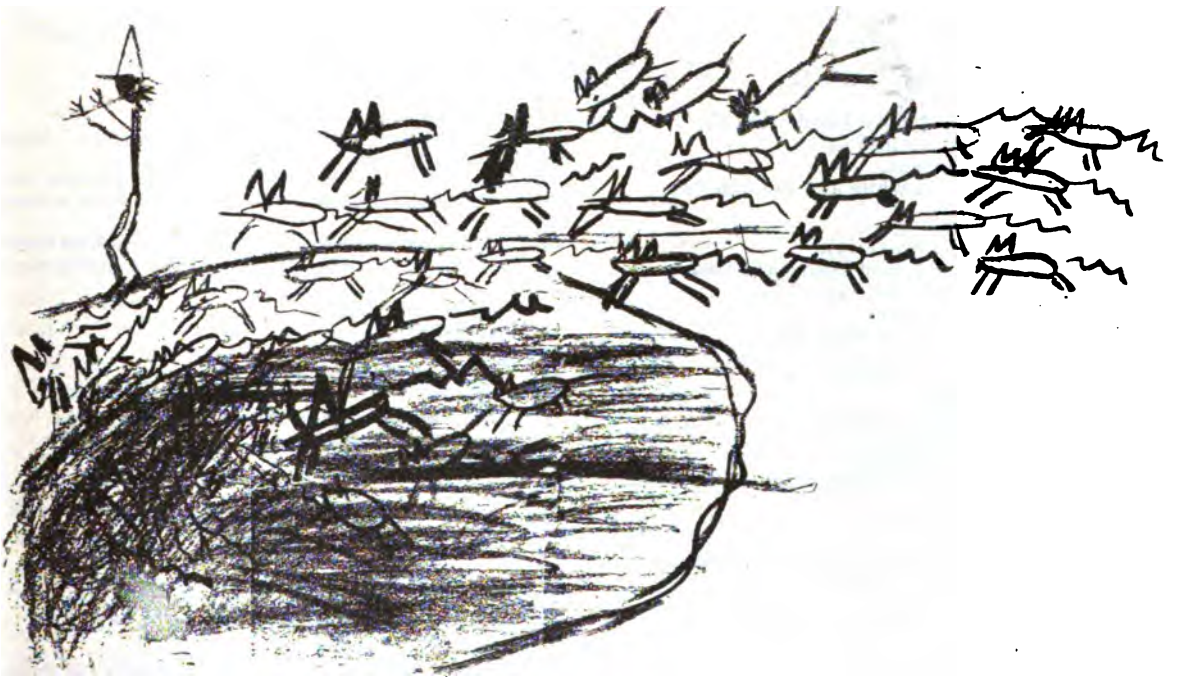
Near the city of Hanover is Hamelin town.
Hamelin town is in Brunswick.
A deep, wide river runs by the wall of the town.
Long ago this town was filled with rats.
The dogs and cats could not catch them.
They would bite the babies in their cradles.
When the men's Sunday hats were put away, the rats made nests in them.

At last the people went to the mayor.
They told him he must get the rats out of town.
The mayor wished he could get away.
He thought so hard that his head hurt.
Some one tapped on the door.
The men feared it was a rat.
In came a strange-looking figure in a red and yellow coat.



RATS FOLLOWING THE PIPER.

He was very tall and slim.
He told them he had a charm to draw the rats from their town.
The mayor told him he would give him a great sum of money if he could rid the town of rats.
Then the piper went into the street.



RATS PLUNGING INTO THE RIVER

He began to play on a pipe that was tied to his scarf.
There was a great noise as the rats all came tumbling.
They followed the piper for their lives.
He led them down to the deep, wide river.
They all plunged in and were drowned.

For An Opening Exercise.

1. Subject: "A Lie Sticks."

"Would you tell a lie for three cents?" asked a teacher of one of her boys. "No, ma'am," answered Dick, very promptly.

"For ten cents?" "No, ma'am."

"For a dollar?" "No, ma'am."

"For a hundred dollars?" "No, ma'am."

"For a thousand dollars?"

Here Dick was staggered. A thousand dollars looked like a big sum. Oh! what a lot of things he could buy with a thousand dollars. While he was thinking whether it would pay to tell a lie for a thousand dollars, a boy behind him cried out: "No, ma'am."

"Why not?" asked the teacher. Now, mark this boy's answer and do not forget it.

"Because, ma'am," replied he, "the lie sticks."

When the thousand dollars are all gone, and the good things bought with them are all gone too, the lie is there all the same.—Selected.

PATRIOTISM.

A Patriotic Song and March.

BY ELLA MARIE POWERS.

[This may be given by the whole school, or more effectively by a company of twelve.]

Marcia, con moto.

Words and Music by ELLA MARIE POWERS.



Sing of men who were brave (1),
Wave your flags, let them wave (2),
 Wave the red and the white and the blue.
To the heroes we love (4),
And our dear flag above (5),
 We will ever be loyal and true (6).

Wave your flags, let them wave (2),
For our heroes so brave,
 To each name we'll be loyal and true (6),
For the stars and the stripes (5),
For our God and the right,
 Wave the red and the white and the blue (2).

(8) As the drums long ago
Called to war soldiers brave (4),
 There to fight for our land grand and free,
Now to-day drums may call (9),
In the strife do not fail (10),
 From our own duties we never flee.

(11) Marching on, marching on,
Like a true soldier born,
 Ever brave, ever just, ever true,
To the roll of the drum (9)
With a promptness we come,
 (2) Marching on with the red, white, and blue (12).

Our old flag we salute (13),
Each brave son a recruit,
 For our God and our flag (5) and our land
Peal the bell, roll the drum (9),
All our foes will succumb,
 When our captain will take the command.

Hail the flag, far and wide (2),
Wave in grandeur and pride (2),
 As we pledge now our love ever new (13),
We will ever unite (14),
For our God and the right,
 And all hail to the red, white, and blue (2).

While our brave heroes sleep (4),
We their mem'ry will keep,
 Spread their fame over land and o'er sea;
And united we stand (14),
For our loved freedom's land (15),
 We are children of sweet liberty.

(11) Wave your flags, banners wave (2)!
For the pure and the brave,
From the North to the Southland (16) so fair,
Praise the men who were brave (4),
Wave the flags (2), let them wave,
 For our union and peace we declare.

MOTIONS.

1. Stand erect, flags over left shoulder.
2. Wave flag: right, left, right, left.
3. Raise flags higher; still waving.
4. Point with right hand to picture of Washington, Lincoln, or some hero. (Picture previously placed on easel.)
5. Extend right arm upward, point to flag, raise eyes steadily. (Flag should be previously draped high or held in front of company by the captain.)
6. Flag clasped in both hands, and raised, eyes looking upward.
8. Ceasing of drums which have been rolling during the short interlude.
9. Faint roll of a drum.
10. Mark time.
11. March.
12. Halt (at close of second stanza). Face flag.
13. Salute flag.
14. Hands clasped (across desks or in circles).
15. Sweep of hand outward.
16. Point to north and south.

March to seats.

Song.

(Tune: "Rally round the flag.")

We're a band of little children, as happy as can be,
 Waving our country's flag above us.
And as long as we have breath we will fight for liberty,
 Waving our starry flag above us.

Chorus.

Lift up our banner fair,
Hurrah, now hurrah;
Long may it wave and ne'er lose a star,
And should treason assail it, we'll march to its relief,
Waving this banner fair above us. —Selected.

THE PROUD LITTLE STEM.

BY W. G. LAWRENCE.

ONCE upon a time a good housewife left a sprig from a cherry tree in a pan with a company of plump potatoes. The proud little cherry stem drew herself haughtily to one side of the pan, not liking over much the company in which she found herself. The potatoes paid no attention to the stem, which fretted her not a little, for she was accustomed to being admired by all about her.

The little stem shook out her green gown and tossed the white blossoms on her bonnet, hoping thus to draw the attention of the potatoes to herself, but all in vain. At last she could remain quiet no longer, so after a toss of her whole body that she might appear at her best, she remarked, "You poor potatoes seem to be having a good time all by yourselves. I remember seeing the gardener dig you out of the ground some time ago. Where have you been ever since?"

One of the little potatoes replied that they had been in the cellar.

"Poor things," said the stem, "to be born and brought up in the cold earth, and then to be shut up in a musty dark old cellar. I'm very, very glad that I'm not a root."

"Root, indeed! We are not roots," said the potatoes in chorus.

"You're not!" said the cherry stem in amazement. "Why! you grow in the ground, don't you?"

"Well, if we do grow in the ground we are not roots," said the potatoes excitedly.

"Heigh oh! what's all this fuss about down there," called out the canary from his perch in the cage above.

"The potatoes here say that they are not roots," replied the stem.

"Roots, indeed!" screamed the potatoes in chorus.

The canary stuck his little yellow head far out from between the wires of his cage that he might see as well as hear what was going on below. The cherry stem went into a fit of noisy laughter.

"Be quiet!" said the canary to the stem; "let's hear what the potatoes have to say for themselves."

Now the little potatoes had had nothing better to do while they were staying under the ground then to compare themselves to the beautiful branches above, so that they are not only willing, but ready to follow the advice of the canary.

"You be spokesman," said they, addressing one of their number.

"Do you remember where your leaves came from?" said the potato to the stem.

"From buds, of course," said the stem.

"I'm glad that you know about the bud," said the potato. "Do you not see something like buds upon us?"

The stem could not conceal her astonishment at the question. The canary nearly choked itself trying to get a good look at the potatoes.

"Do you call all of those eyes of yours buds?" said the stem.

"Why not?" said the potato. "Haven't they bud coverings like those that your buds once had, and will not branches start from them just as did your branches, and will not——"

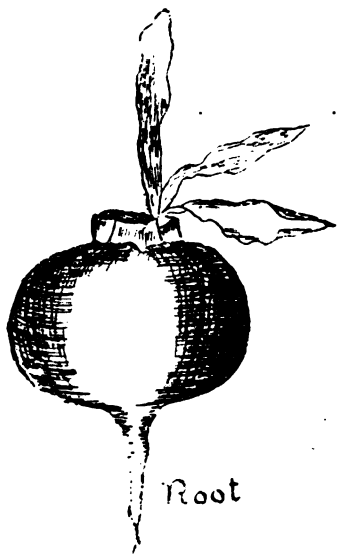
"Hold! hold!" said the stem and the canary together. "Not so fast!"

"Will not the stems from our buds, after a time, bear leaves and blossoms?" continued the potato more calmly. "Are not our buds as regularly placed as yours? Just see if every four of my buds do not form a diamond? Look at the turnip there on the table! Has she any 'eyes' as you call them? I tell you that we are stems just as truly as you are."

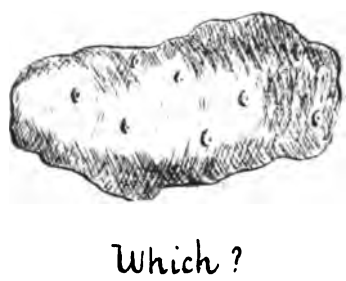
The poor little cherry stem knew not what to say. She looked first this way and then that until a new idea came into her head. "You are thick like the turnip, anyway," said she.

"That is very true," said the potato, quietly, for he felt that his case was already won. "We are thick and unlike some other stems, yet that is for a very good purpose."

There was nothing left for the little cherry stem to say. She shook so violently at the thought of the potato classing itself with the stems that she lost her balance and tumbled over the rim of the pan upon the table.







"Well! well! well!" said the canary as he drew himself within his cage. "One would hardly have thought of the stem and the potato as being such near relatives."

The Bird and the Fly.

[A Story for the Youngest.]

A FLY got caught in a big spider's web. The spider was going to eat him.

A bird saw the fly. "Poor little fly," said the bird; "I will help you." So the bird tore the spider's web apart and let the fly out.

One day this good little bird was singing in a tree. A cruel man was going to shoot the bird. The fly flew in one of his eyes. The man had to stop to brush away the fly. Then the bird flew away.—The Easy Primer, Boston School Supply Company.

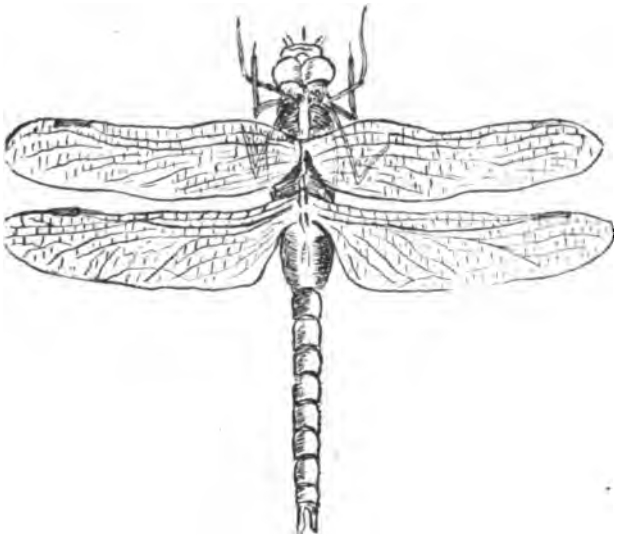
DRAGON FLIES.

BY HALE H. RICHARDSON.

"FRED, here's a darning needle," said George one bright day in July. The children in their rambles had come to an open space in the wood; in the middle was a little pond in which grew some bushes, and tall grasses nodded round the edge. Fred ran quickly to George, but Edna and Mabel kept back a little.

"Will it sting?" said Edna.

"I don't know," said George. "Its wing seems to be broken, for it can't fly."



Then the children all gathered round the poor hurt dragon fly, which was holding on tightly to a little twig.

"My, what a big head," said George. "It's nearly all eyes," said Fred.

"But what lovely wings," exclaimed Edna; "they're just like tissue glass."

Little Mabel was looking with all her eyes. She put out her hand and the dragon fly crawled quickly on to her finger. The other children cried out:—

"Oh! it might sting you!"

Just then Uncle Charlie came along. "No, dragon flies do not sting," he said. "Don't be afraid, Mabel."

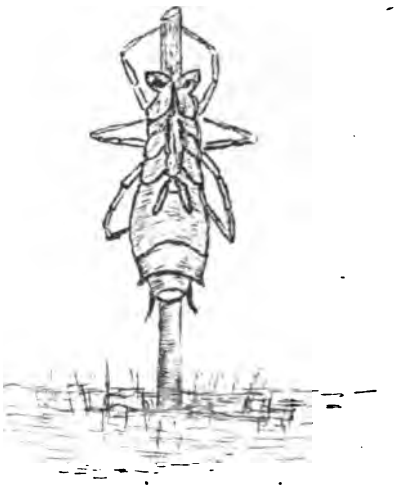
"Its legs feel so funny," said Mabel.

"How many has it?"

Mabel counted out six, and Fred wanted to know if all dragon flies had four wings. "Yes," said Uncle Charlie. "See how fast that one is flying about. How his wings shine in the sun. He is catching flies and mosquitoes. Let us go close to the pond."

Mabel put her dragon fly gently on a twig and they went down to the pond. "What a lot of tiny ones there are," said Mabel; "I can hardly see their wings."

"Yes, there are a great many different kinds, some very small and some with bodies three inches long and wings four inches across. But what kind of a



THE OLD SKIN.

home do you think they were born in?" continued Uncle Charlie.

"I think their nest was in a ladies' slipper," said Mabel.

"Do they grow like the butterflies?" asked Fred.

Uncle Charlie poked in the water with his cane and stirred up the mud at the bottom. "There," said he, "right in that black mud did the little dragon fly come out of his egg. But he was only able to crawl about in the mud, hunting for little insects to eat. One day, when he had grown quite big, he thought he would climb up a stalk and see what there was to be seen in the bright place above his dark home. Presently he climbed out of the water into this bright, sunshiny world, which was so different from the one he had been used to. Such an ugly little fellow he was, short and broad, and not at all graceful, besides being covered with mud. But just as soon as a nice bright sunbeam fell upon him, his skin cracked down the back and he crept out of his old skin with a newly shaped body and something that he never had before. What was it?"

"Wings," cried all the children together.

"Yes, and in an hour's time they had spread out large and strong and beautiful, and he was off with a bound, flying as swiftly as any of his older brothers and sisters, and eating all the flies and gnats he could catch. That is how he is of use to us. He helps to prevent the smaller flying insects becoming too numerous."

"Well," said Fred, "I'm not going to be afraid of any more dragon flies." Just then a great big one flew directly towards him and he dodged behind Uncle Charlie. "I'm not afraid," said Mabel bravely. She went to seek her wounded friend, but the wing had healed and the dragon fly had flown away.

PRIMARY NUMBER WORK.—(II.)

BY ELLA M. POWERS.

Place examples like

Dogs.	Boys.		Marbles.
8—6	4×2	and	6+3

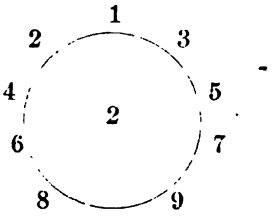
upon the board and ask the children for stories about them. Let these problems come from daily life, nature, and practical examples in arithmetic. Try to avoid the oft repeated: "I had — apples and — gave me — more."

No teacher will omit the drill in rapid mental work, but it should be but a short time. Children soon weary of this: "Take 4 less 3 and add 2, take away 1, add 3, and what have we?" Use the device often, but only a very few moments at one time.

"One thing at a time, but many things in an hour."

Often require the children to give arithmetical stories from drawings you may make upon the board. You say you do not draw? Not even enough for these little ones, who rarely will criticise? Practice a little every day, and think of the good you will be able to do and the pleasure you will give the children.

Freely use the circle:—



Let some pupil take his place before the class, and, pointing to some number, call upon others to give the results. This may be used for addition, subtraction, or multiplication, or vary by saying "multiply," and point to a number. "Subtract" may be the next requisite. "Add" the next.

Among some of the errors, even to-day, we find teachers who will drill for several days upon addition; then subtraction follows; finally, the children are introduced to the "mysteries of multiplication." Now, the operations in numbers are intrinsically related and must be acquired at the same time; not only those from one to twenty, but in all work. Can a child thoroughly understand nine until he knows that

$$5+4=9$$
$$9-5=4$$
$$9-4=5$$

or ten until he is sure that

$$\tfrac{1}{2}\text{ of }10=5$$
$$10-5=5$$
$$5+5=10$$
$$2\times5=10$$
$$10\div2=5$$

Division is simply the correlation of multiplication. The real, comprehensive knowledge of one must of necessity be a like knowledge of the other.

With the foot rule a child will easily receive a knowledge of fractions. He will soon know the half of twelve, its fourth and its three-fourths. It is not difficult to lay the foundations for fractions in the lower grades. Why put it off until the fifth grade is reached? There is no mystery. Fractions, United States money, and compound numbers should and will be no mystery to the child who is properly guided in his number work.

Why not open wide these doors that lead through the broad avenues of mathematics? Let the sun in and we shall see how bright, simple, and clear all these subjects are, and how closely related they stand.

Again, teachers use United States money too seldom in the examples for the little ones. Every kindergarten supply house will furnish plenty of pasteboard money, which is all "very real" and exceedingly instructive. Children at a very early age will learn the table of United States money.

With the ruler they will learn the first half of the table for linear measure. Why should they not add pounds, bushels, inches, gallons, as well as marbles, sticks, pins, pegs? Pints can be made as real to them as pegs, inches may mean as much as pins.

Let them be given more applications and truths in compound numbers, and the results may be of interest to the practical, watchful teacher.

FAMOUS CHILDREN.

BY PAMELA MC ARTHUR COLE.

THE CHILDREN'S CRUSADE.

ABOUT eight centuries ago was the first of the Crusades, expeditions which the European nations undertook, hoping to gain possession of Palestine, then in the power of the Turks. Several of these wars had been carried on, with sometimes success, sometimes failure; but early in the thirteenth century, although the reigning pope made great efforts to rouse the people to a new crusade, there were many civil wars in Europe, and most of the kings and nobles found so much trouble at home that they felt no interest in a country so far away.

There were many eloquent preachers who went about calling upon the people to prepare for another war, and to rescue the pilgrims who had been imprisoned by the cruel Turks. Processions, chanting psalms and hymns, moved from place to place, and their words reminded many persons that they had friends suffering in that far-off Holy Land. For some time all this was of no avail, but at last a new crusade was planned where it had been least expected,—by the children.

The leader was Stephen, a peasant boy, who lived in Cloyes, a village near the city of Orleans, in France. When we first hear of him in 1212 he was about twelve or thirteen years old, and he had been much affected, not long before, by the sight of one of the great processions. He was naturally a serious boy, and he spent much time alone,—he was a shepherd,—thinking of the Holy Land, and the duty (as he considered it) of taking such a country from the hands into which it had fallen.

He was sitting alone watching his flock one day, when he saw a stranger, who said he had been in Palestine, and after talking with him a while, advised him to preach to the children; if they would undertake a crusade, they would succeed where older people had failed.

The boy did not for a moment doubt that the stranger had told him the truth, and he set out directly for Paris, preaching everywhere as he went. When he had arrived at Paris, he went to the great cathedral, and there preached the crusade to every one who would listen. In such a place he saw many strangers, and they, going home, carried the news. There was the wildest excitement all over the country, and children everywhere began to form in processions, and to rouse their friends and companions to join them.

The king of France saw the folly of such a plan, and

issued a proclamation ordering the children's army to disperse and return to their homes. But it had no effect.

Another army of children was gathering in Germany,—their leader was a boy named Nicholas. The histories mention no surnames; both these boys were peasants, and in those days among that class surnames were not common. They were sometimes given to persons who became famous in some way. Stephen is called from his home "Stephen of Cloyes."

The German army divided into two bands, and started by two different routes. The French army went later.

The three bands appeared much alike. They all sang and recited stories as they went along. All the old writers who mention them speak particularly of their singing. They sang ballads telling the adventures of the older Crusaders, but they sang mostly hymns.

Most of the young Crusaders were boys, but there were some girls, and there were a few older persons, both men and women. There were a few priests also.

That was a time of great ignorance. It was hundreds of years before printing was invented, and reading and writing were unknown even to many persons of high rank. These children knew nothing about the length of their journey, and of course they could have no idea of the troubles they must expect before they could reach Jerusalem. They knew that there was a sea to be crossed, but they believed that they might expect a miracle in such a good cause as they were engaged in, and when they arrived at the sea it would open for them to pass over. It is strange to us now to think of such ignorance, but when we read some of the stories told of the ignorance of grown people, we cannot wonder at the children.

The numbers of the armies lessened as they went on. The journey was a hard one, and from time to time some would drop out, and prefer to remain where they were, and, in many cases, kind persons were found who would give them homes. Now and then one managed to return to his own home, but these were few.

One of the German bands arrived in August, 1212, at Genoa in Italy. They received little help there, but they were allowed to remain for rest and food a day or two. The senate offered home and comfort to all who would remain, and many accepted the offer.

A part of the German army reached Rome, and were received by the pope. They must have expected a warm welcome from him, thinking that in going on a crusade they were doing what he would wish, but they met with a very different reception. He praised their zeal, but he showed them that they could go no further in so rash an undertaking; he ordered them to remember that they were Crusaders, and when they were old enough to become soldiers, they must be ready to obey the call to arms.

The French children had an easier march, for they expected to sail from a part of their own country. Their route lay among civilized people and along good roads. We are sorry to hear that, as Stephen's army increased, and he became a person of more importance, he grew rather conceited. He rode in a chariot instead of going on foot like the others, and his poor little followers thought him almost a superior being. They listened to his words with great respect, and even kept bits of his clothing as precious memorials. Some of them, unable to get bits of his clothes, were glad to keep a few hairs of his horse.

The army of little Crusaders numbered about 20,000 when at last it arrived at Marseilles; there they waited, hoping to see the sea open to give them a pathway, but they waited in vain. Many returned home, many took up their abode with some new-found friend. At last two merchants of Marseilles offered to send them to Palestine. It required seven vessels to transport those who were left.

It was eighteen years before any tidings of the young voyagers reached the friends they had left in Europe. In 1230 an aged priest returned from a long captivity in Palestine. He stated that he was one of those who had gone with the French children from Marseilles. From him was learned all that could ever be known of the fate of the young Crusaders.

Two vessels had been wrecked on the coast of a small island near Sardinia, and all on board perished. The others were carried to Africa, where many were sold as slaves. Some of their masters had endeavored to make them change their religion, but none, within the knowledge of the priest, had ever succeeded; the brave little Crusaders were true to their Christian faith.

NATURE STUDY.—(II.)

BY MARY R. DAVIS.

III.—GASES.

Material. An alcohol lamp, four test tubes, a little each of ammonia and hydrochloric acid, a clay pipe, coal dust, clay, matches.

Review definitions or meaning of solids and liquids. Require many illustrations of each, and tell what can be done with it because of its peculiar characteristics. Teach as necessary such words as, elastic, compressible, invisible, transparent, etc.

Experiment 1. Place a piece of ice (children stating that it is a solid) in test tube; apply heat until tube is empty. Pupils state results as they occur.

Experiment 2. Hold the mouth of one test tube over another test tube containing a little ammonia (the latter being held over the flame); also, hold a third test tube over a fourth containing a little HCl over the flame. Both tubes become filled with an invisible substance called gas. How do we know this? Place the mouths of the dry test tubes together. Result: A white cloud appears in tubes, which gradually falls in clouds to the bottom of tube. A white flaky substance (a solid) settles on the tube.

Inference. The invisible substance in the test tube was neither a solid nor a liquid; it was a gas.

Gas retains neither form nor size and has no surface.

Experiment 3. Heat air in a test tube over which has been tightly fastened a loose piece of rubber tissue. Result: Air or gases in test tube need more room, so push the tissue up and out.

Inference. Expansion is a peculiar characteristic of gases.

Qualities, or characteristics,—usually invisible, and transparent (How do we know this?); occupies space; can be compressed; expands easily; is elastic; has weight, but seems light to us. (Prove by experiment that CO^2 has weight); has no size; takes form of vessel which contains it. (Prove this by such questions as—What is the shape of the gas in the gas pipe? in the bottle? in this room?); flows like liquid.

Gases and liquids are called fluids because they flow.

We are surrounded by and breathe a substance made up of gases.

Experiment 4. (To prove that gases flow). Place crumbs of coal in the bowl of a clay pipe; cover with moist clay. Hold the bowl in a gas or alcohol flame and light the gas which flows out of the stem. Illustrate. Our buildings are lighted by gas which flows from the gashouse, through the pipes to our gas jets.

Experiment 5. Collect CO^2 in a bottle by pouring dilute HCl on pieces of chalk and catching the fumes. Prove that you have a gas by burning a taper in the bottle containing CO^2 also in one containing only air. It burns in the latter; will not burn in the former.

Experiment 6. To prove that gas has weight. Pour the gas into the bottle containing air; test with taper. Now it goes out in the one in which it previously burned and burns in the other which formerly held CO^2.

Inference. Its weight causes it to flow from one bottle into another.

Drill. Pupils give illustrations and why. An ingenious teacher will think of numerous other simple experiments.

For helps see Woodhull's Experiments, Cooley's Easy Experiments, Phoenix Experiment in Chemistry (a science guide), Connecticut School Documents in Chemistry and Physics, Rick's Object Lessons, No. II.

(Other articles will follow on evaporation, condensation, common phenomena of snow, ice, rain, etc.)

EVERY LOT OF IVORY SOAP (every "boil" a Soapmaker would say) is carefully analyzed, and frequent comparisons are made with analyses of the best popular castile and toilet soaps. IVORY SOAP contains less of impurities, less of free alkali and more real soap than any of them; that is why it can be freely used without fear of injury to the rose leaf skin of the baby, to the sheerest of linens or to the daintiest of laces.



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CHILD STUDY.

BY ANNIE B. BUCKNAM.

Pupil Teacher of Adelaide V. Finch in Lewiston (Me.) Normal Training School.

I have been observing Alice May Wood. She is nine years old, and is always clean and neatly dressed, with hair nicely combed. The expression of her face is rather vacant, except when she is spoken to. Then her countenance will light up with a pleasant smile. She has pretty brown eyes, with a dreamy look in their depths.

I have always found her perfectly honest and truthful. She is rather shy in the presence of strangers, but her behavior toward her teachers and classmates is usually free and affectionate.

Alice seems to enjoy the study of nature, and she is so pleased to bring to me the first buds and flowers of spring. She seems to admire beautiful pictures, too. One day she brought to me a copy of Blashfield's "Christmas Bells," which she had cut from a paper in her home. Her eyes sparkled as she gave it to me and informed me that it was "just the same as the large picture of 'Christmas Bells' which hangs on our schoolroom wall."

Alice is punctual in her attendance at school, and stays at home only for sickness. But in her tasks she is not so prompt and faithful, and often sits dreaming over her work with a far-away look in her pretty brown eyes.

Her home environment is good, but peculiar, as both her parents and grandparents are deaf mutes. Consequently, the only time she can converse, except with the dumb alphabet, is when she is in the schoolroom or at play with other children.

She says she hopes to be a nurse and care for the wounded soldiers, if the war lasts until she is old enough.

Unceasing patience, loving words, and kind, affectionate acts will be the best means to reach her loving little heart, and to prove an inspiration to her to dream less and work more with her tasks and lessons.

Fill the Blanks.

The eggs are down in the —.

The eggs — in the—.

The bird flew to the — and took some —in her —.

The — made a nest out of — and — and —.

A cat saw a — spin on the —.

The cat's eyes were — open and the boy had a — in his —.

The rabbit — — when he saw the —, but the — did not — the —.

—Riverside Primer and Reader.

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SEPTEMBER WORK.

BY LIZZIE M. HADLEY.

IT is surprising how much trouble one small boy, or girl, is able to make in a schoolroom, and when the one is multiplied by tens or twenties, the prospect, to the average teacher, is appalling. Yet I feel quite sure that much of this trouble may be reduced to a minimum, if the teacher will begin in June preparations for the September work.

Let her prepare a list of pupils, with the standing of each one; not his per cent., but a few hints as to what he does or does not know, and this will be found helpful, if he is to be promoted, or if he happens to be one of the dullards, who, "like the poor, are always with us." The record might read something as follows:—

"James Saunders, age, eight years.—Inclined to whisper, otherwise conduct good. Reads and spells well. Has a fair knowledge of addition and subtraction, but is poor in multiplication and division. No clear idea of fractions. General knowledge, about average. Has a decided taste for drawing, etc., etc."

This work can only be well done in June, or soon after the close of school, and before the teacher has had time to forget just wherein each child is deficient, or otherwise.

The wind blows east, the wind blows west;
The blue eggs in the robin's nest
Will soon have wings and beak and breast,
And flutter and fly away. —Longfellow.

FOR REPRODUCTION.

Two Friends.

[For Reproduction.]

IN the Zoological Gardens in San Francisco is a big lion named Paul. There wandered one day into these gardens a little kitten. So far as this little kitten knew, there was nothing in this great big world but friendly, lovable people. The kitten went about all day in the gardens, being fed by the children, and when night came she found herself in with the animals in the zoo. She felt quite at home, for some of them were her relations—very much larger and somewhat different in shape, but still they were cousins and second cousins. In one of the cages is a big lion who is very old. The kitten, just like all lovable things, felt very sorry for the big lion, who found it difficult to stand up, and whose head was gray; so Kitty made up her mind she would be his friend; and wasn't it beautiful? Old Paul was just as anxious to be Kitty's friend. When Kitty got into the cage Paul got up and met her, and put his head down close to her, so that it was almost like a kiss. When Paul lay down again, poor tired little Kitty crawled right on his neck, and there the keeper found her in the morning. After this Paul and Kitty were the closest friends, and Kitty for several weeks slept right in the curve of the lion's neck, and in daytime crawled all over him.—The Outlook.

[For Reproduction.]

In Holland, on the night before St. Nicholas' day, the little children, who go to bed early, put out their shoes and stockings, and find them crammed with presents in the morning.

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BOOK NOTES.

Especial attention is called to the advertisement of the Perry Pictures on another page. Every progressive teacher should know these pictures. For picture study, language, literature, history, and geography they are of great value. Beautifully printed on fine paper and furnished at one cent each by the hundred,—twenty for thirty cents,—it would seem that every teacher would want at least a small collection of them. Send stamp for sample picture and catalogue; 400 subjects. Address Mrs. E. M. Perry, 10 Tremont street, Malden, Mass.



A Daisy Song.

BY LAURA ROUNTREE SMITH.

DAISIES heigho! the south winds blow,
Nodding your white caps to and fro,
And butterflies gay
Bring you to-day
Crowns of rich gold ere they fly away.

Daisies heigho! the east winds blow,
Swaying the buds and branches so,
Softly you sigh,
As birds fly by,
"Bright days will come again by and by."

Daisies heigho! the west winds blow,
Calling the little flowers to grow,
All is so sweet,
Look at your feet,
And see where the crocus and violets meet.

Daisies heigho! the north winds blow,
Waving a cloud of feathery snow,
Creep out of sight,
Under the white,
And whisper a long and loving good-night.

Vacation Song.

BY BERTHA MAY BEMIS.

Tune: "When Johnny Comes Marching Home."

OH, when vacation comes again,
Hurrah! Hurrah!
We'll all be free and happy then,
Hurrah! Hurrah!
We all will sing and shout with glee,
For free from care we then shall be,
And we'll all be glad
When vacation comes again!
And we'll all be glad
When vacation comes again!

Mud pies and dolls will bring girls joy,
Hurrah! Hurrah!
And balls and kites for every boy,
Hurrah! Hurrah!
With books and pencils laid away,
We'll have three months of good, long play,
And we'll all be glad
When vacation comes again!
And we'll all be glad
When vacation comes again!

The Spelling Match.

TEN little children, standing in a line,
"F-u-l-y, fully," then there were nine.

Nine puzzled faces, fearful of their fate,
"C-i-l-l-y, silly," then there were eight.

Eight pairs of blue eyes, bright as stars in heaven,
"B-u-s-s-y, busy," then there were seven.

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Seven grave heads, shaking in an awful fix,
"L-a-i-d-y, lady," then there were six.

Six eager darlings, determined each to strive,
"D-u-t-i-e, duty," then there were five.

Five hearts so anxious, beating more and more,
"S-c-o-l-l-a-r, scholar," then there were four.

Four mouths like rosebuds on a red rose tree,
"M-e-r-y, merry," then there were but three.

Three pairs of pink ears, listening keen and true,
"O-n-l-e-y, only," then there were two.

Two sturdy laddies, ready both to run,
"T-u-r-k-y, turkey," then there was one.

One head of yellow hair, bright in the sun,
"H-e-r-o, hero," the spelling match was won.

—New Orleans Picayune.

Entertainment.

[Translation by C. T. Brooks.]

I STOPPED at an inn one day to dine;
The host was a generous fellow;
A golden apple for a sign
Hung out on a branch, so mellow.

It was the good old apple tree
Himself, so nobly dined me;
Sweet fare and sparkling juices he
Was pleased and proud to find me.

To his green house came many a guest,
Light-winged and light-hearted;
They sang their best, they ate his best,
Then up they sprang and departed.

I found a bed to rest my head—
A bed of soft green clover;
The host a great, cool shadow spread
For a quilt, and covered me over.

I asked him what I had to pay—
I saw his head shake slightly—
Oh, blest be he forever and aye
Who treated me so politely.

—Uhland.

The Sea-Shell's Whisper.

"WELL, shell, and what is the message
You are trying to whisper to me?
I know very well you have something to tell,
Some tale of the deep blue sea."

"I whisper of beautiful flowers,
That deep in the ocean grow,
And a message I bring of the music they sing,
The wavelets that ripple below.

"I tell, too, of wonderful caverns,
All sparkling with gleam of pearls,
Like rays of the light, full dear to the sight,
Of you, little earth-born girls."

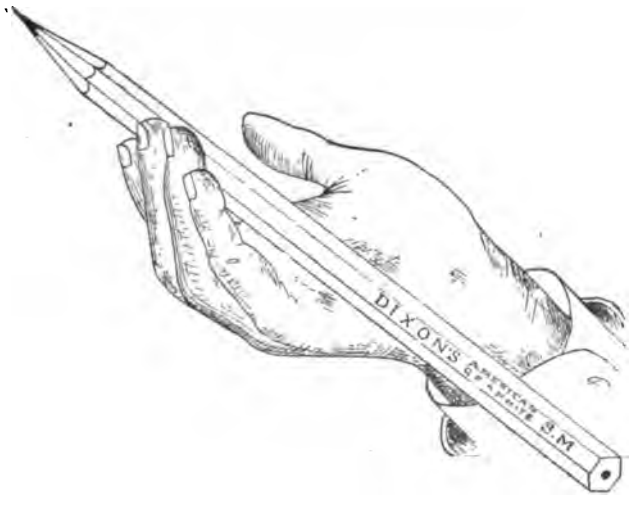
"Ah! sweet is the song you murmur,
The song you bring up from the sea;
And so, little shell, I'll keep you to tell
Full often your stories to me."

—Selected.

A Fourth of July Story.

A SLEEPY little brownie in a scarlet dress;
A wide-awake boy with a match, I guess;
A bang, and a scream, and a little burned hand,
And one less brownie in the firecracker band.

—Ellen R. Field.



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Your Voice.

Your voice has a great deal to do with your success or your failure in life. This is particularly true in regard to the voice of the teacher. The teacher who habitually lets her voice fall is the one who usually gets obedience without delay. A positive tone, not necessarily a low tone, is one of the best possessions of the successful teacher. The sound of her words indicates that she believes she is making a success, and there is no doubt about it in the minds of those who hear her.

The weak teacher proclaims her weakness in the slides of her voice. It is well worth study. If you have not a clear, cheerful tone, you can secure it by a little careful practice. If your work is not satisfactory, it may be largely due to the fact that you have a sort of complaining or whining tone. The teacher who says, "Now, dear children, don't you want to study your spelling?" has a great deal yet to learn.

A continuous string of talk is a bad thing. The teacher who repeats the answers she gets from the children to make them more impressive is a failure, as every one knows, but the one who cackles all day about what she thinks important is just as bad. The more the soup is watered, the thinner it gets. The more the old hen clucks, the less the chickens pay attention. The clucking is for her own benefit, the chickens soon learn to pay no attention, but let her cluck till she really has a fact about a bug or worm, and they find this out by her altered tone. Her animation alters her cluck. And so should the teacher's.

You can't help a certain delightful ring in your voice if you are so pleased with your subject that it animates you. Notice what your voice does when you have in your teaching what the preachers call a good time. Use that occasionally.—Watts' Extra Teacher.

Leave Something for the Grammar Grades.

Were I to be responsible for a child's arithmetical attainments at fourteen, I should insist that his training in numbers the first three years of school be made as natural and simple as possible, and kept largely free from attempted insights into abstract relations and premature efforts at analytical and logical reasoning, and I should strongly hope that he might be permitted to reach the third school year unhampered by such logical terminology as "because," "whence," "hence," and "therefore." If my pupil, at the close of the third school year, could add, subtract, multiply, and divide simple numbers (expressed, say, by one to five figures) with facility and accuracy, I would confidently guarantee his future progress and attainments in arithmetic. Were I to be personally his teacher in grammar grades, I should be delighted to find a few processes, principles, and applications out of which the juice had not been sucked in the lower grades.—Dr. E. E. White, in Intelligence.

Song for Flag Day.

Run up our flag in the breeze,
Flash it out under the sky;
Up to the tops of the trees
We'll merrily let it fly!
Shake it now, wind, but slightly,
Flutter its folds now lightly,
The flag that we love all flags above,
Smile on it, sun, most brightly.
Let it float over the ocean,
Let it float over the land:
We'll give it our dearest devotion,
We'll guard it with heart and hand:
We'll cherish each shining star,
We'll care for each brilliant bar:
Three cheers for our banner!
Here's in our best manner;
Hurrah, hurrah, hurrah!

—Martha Burr Banks.

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Some Little Republics.

About fifteen miles northeast of Sardinia is the smallest of the little republics, that is, the smallest in point of population. Tavolara is an island five miles long and about half a mile wide. It contains a population of fifty-five men, women, and children; and every six years the grown people of the republic, men and women together, go to the polls and elect a president and a congress of six members. The island of Tavolara was a part of the kingdom of Sardinia until 1836, when the king presented it to the Bartoleoni family. From 1836 to 1882 the little monarchy was governed by King Paul I., but in the latter year he died, and in 1886 it became a republic. Its independence was recognized by Italy in 1887.

The republic smallest in area is Goust, which is less than one-third the size of Tavolara, although it has a population of 130 souls. It has been a republic since 1648, and enjoys the distinction of being recognized by France and Spain. Goust, with its territory of a mile in extent, covers the flat top of a mountain in the lower Pyrenees, and is governed by a president, who is elected every five years.

East of Australia and north of New Caledonia is the republic of Franceville, an island with an area of about eighty-five miles. Its inhabitants number 550, of whom forty are whites and 510 natives. It was once a colony of France, but in 1879 it was declared independent, and its people at once adopted a republican constitution. It is governed by a president and a council of eight elected by the people—black and white, men and women.

In the western part of North Carolina is a perfectly organized republic, independent of both state and national governments. It is known as the Qualla Reserve, and is the home of about 1,000 of the Cherokee Indians belonging to the Eastern branch. The Reserve has an area of 50,000 acres, or eighty-two square miles, of the richest valley land of the state, lying along the Ocona, Lufta, and Soco creeks. The president of the little republic is elected every four years.—Harper's Round Table.

Why Not Get a Magic Lantern?

To be sure, any school can get along without a magic lantern, and so it can without maps or many of the aids and helps now found in all schools, but the number of studies is greater than it once was, and instruction is supposed to be more thorough, yet there are no more minutes to the hour, hours to the school day, or strength in the mind or body of the teacher for increased and complicated tasks; hence, clearly, the advantage of such a lantern as is now made for the use of schools by Messrs. J. B. Colt & Co. of New York, known by their trade-mark, the "Criterion," is great. Of various styles and prices, it is strictly a scientific instrument, and gives entire satisfaction in the large list of educational institutions where it is now in use. The slides furnished with them apply to every subject taught in schools of all grades. How entertaining they are, and how full of the very meat of instruction any teacher will discover on making the lantern an adjunct in current school exercises. Any practical difficulties that may lie in the way of procuring one of these most desirable instruments will, we think, be easily overcome through correspondence with Messrs. J. B. Colt & Co. of New York. Write them for a descriptive catalogue, and for light on any branch of the subject you do not understand.

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The Mule Knew.

Several years ago there lived in Cincinnati a mule which was employed by a street railway company in hauling cars up a steep incline. This animal was hitched in front of the regular team, and unhitched as soon as the car arrived at the top of the hill. It made a certain number of trips in the forenoon (I have forgotten the number, but will say fifty for the sake of convenience), and a like number in the afternoon, resting for an hour at noon. As soon as the mule completed its fiftieth trip it marched away to its stable without orders from its driver. To show that it was not influenced by the sound of the factory whistles and bells, the following remarkable action on the part of this animal is vouched for by the superintendent of the line, who gave me these data: On a certain occasion, during a musical festival, this mule was transferred to the night shift, and the very instant it completed its fiftieth trip it started for the stables. It took the combined efforts of several men to make it return to its duty. At night there were no bells or whistles to inform the creature that "quitting time" had come; it had counted the trips, and, having finished its full quota of fifty, it thought that the time for rest and food had arrived.—James Weir, Jr., in Lippincott's.

Concerning Discipline.

Prevention of the wrong-doing is better than punishment of the wrong done.

Exercise great care in taking a stand, that you may have no occasion to retreat.

Fault-finding is not calculated to cure a fault.

Distrust in the teacher breeds deceit in the pupil.

A child properly employed is easily controlled.

Obedience won is far better than obedience compelled.

Absolute self-control on the part of the teacher is a necessary pre-requisite to proper control of the pupils.

A class that will work well by itself is well managed.

An orderly changing of places between lessons signifies much regarding a teacher's control over a class.

If children push or crowd in the file, there is weakness somewhere.

If the teacher has to talk much about order, there can be no good order.

Public sentiment in school can alone secure perfect discipline, and it requires a great teacher to discipline through public sentiment.

Make no threats.

Be firm.

Be kind.

Be patient.

Be pleasant.

Be self-contained.

Be as perfect as you ask your pupils to be.

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State particularly when your Vacation begins.

The Pupil's Crying Need.

Is it theory? No, we deal that to him by the ton. Practice? Not in testing the teacher's untried theories. Self-study? Not, at least, by such intricate methods as specialists of child study are pursuing to study the child—methods which have admirably succeeded in offering to him for his own study a vast array of contradictory, non-applicable generalizations. Heart lessons? Not such as weaken the mind, soften the brain. More science? Not in variety of subjects or breadth of surface over which each is already spread. More English and less dead language? More or less modern language? More mathematics, more history, more reading, more analysis? No, the need is not for more of any of these, but possibly for less of each of them. The pupil's crying need is simply exhaustive, personal, grinding, independent study of any one or more of the many subjects of which he hears so much, but often learns so little.—School Education.

We are indebted to Miss Helen A. Woods of Boston for the following timely and helpful suggestion on the use of old magazines and papers:—

"As the disposal of back numbers in these days of many magazines is sometimes a perplexing question, a suggestion in that line may be a help to teachers. Articles on geography, history, and other subjects connected with school work may be cut from magazines, covered with strong gray paper, and secured with wire staples, thus becoming neat little pamphlets. A very useful schoolroom library may be formed in this way. Interest the children in the work, and they will bring to school all the old magazines that one teacher can prepare for use.

"Our little library has now nearly 100 volumes on geography alone, and the number increases almost every day. On the cover of each pamphlet is written its title and catalogue number. The position of librarian is filled by the teacher, with a competent pupil as assistant.

"The children are constantly on the lookout for articles suitable for the library, and a great interest in the value of magazines as connected with school work has been awakened. The result of the reading is already shown in regular lessons, although our library is a very new acquisition. Many children who would not take the trouble to get books if it required any effort will read these pamphlets because they are so easy of access. Moreover, each article of itself is small, and a boy knows he can read it in a very short time, so he is not discouraged at the outset, as some children are, by a thick book. An acquaintance with such travelers as Henry M. Stanley, John Muir, and George Kennan makes it worth while for a teacher to put a few hours' work into a library like this.

"These pamphlets evidently form the subject of more or less conversation among the children, for the most interesting articles are constantly in demand. Occasionally some numbers are lost, but that does not disturb us, for they are lost in a good cause, and can usually be replaced without much trouble."—Teacher's World.



In the early days of the settlement of the Dakotas, the newspapers frequently contained stories of the hardships and sufferings and sometimes the death of the new settlers who were lost in the blizzards. The man or woman who is frozen to death in a winter's storm undergoes great sufferings, but they are mild compared with those daily borne by thousands of victims of that dread disease—consumption.

For centuries this relentless disease was considered incurable. It is now known to be distinctly curable. Dr. Pierce's Golden Medical Discovery cures 98 per cent. of all cases of consumption, bronchitis, asthma, laryngitis and diseases of the air-passages. It has stood the test for thirty years. It acts directly on the blood, nourishing it with the life-giving qualities of the food. It tears down old, half-dead tissues and builds up new ones in all parts of the body. Through the blood it acts directly on the lungs, driving out all impurities and disease germs. It soothes the cough, but facilitates expectoration. It deepens the breathing, supplying the system with life-giving oxygen. It stimulates the appetite, facilitates the flow of digestive juices, invigorates the liver and tones and builds up the nerves. It is the great blood-maker and flesh-builder. It does not make flabby flesh like cod liver oil, but firm, muscular, healthy tissues.

"I had been troubled with bronchitis for several years," writes Mrs. Orlin O'Hara, Box 114, Fergus Falls, Ottertail Co., Minn. "In the first place I had sore throat. I doctored with different doctors and took various medicines, but got no relief. I raised from my throat a sticky substance like the white of an egg. Could not sleep, and had made up my mind that I would not live through the winter. I took Dr. Pierce's Golden Medical Discovery and 'Favorite Prescription' alternately, and in a few days began to see that I was better. I took eight bottles. I have not felt as well in years."

The quick constipation-cure—Doctor Pierce's Pleasant Pellets. Never gripe. Accept no substitutes or imitations.

Paul Revere.

What an "all-rounder" Paul Revere was! He made silverware, worked in all manner of metals, filled teeth, cast bells, made wood-cuts, engraved maps, and was ready to turn his hand to anything. He was a seal-cutter, too. He cut the seals of several Masonic lodges, and also the great seal of Massachusetts, which was in use till times comparatively recent. It showed signs of wear, and the secretary of the commonwealth sent it to Mitchell to be furbished up. To his honor, be it said, he refused to touch it. "This is the work of Revere," he said. "I know it by the beautiful and characteristic lettering. It has done good service. Put it away in memory of all he was and did. I'd rather cut you a new seal for nothing than profane it." And so the old seal has become a relic, and a new one, from the hand of another master of the delicate and beautiful art, takes its place.—Exchange.

MARTHAS VINEYARD SUMMER INSTITUTE,

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Flag of Our Nation Great.

(Tune: "America.")

Flag of our nation great,
Waving in every state,
We love, adore;
Emblem of purity,
Emblem of unity,
Emblem of liberty,
From shore to shore.

Stars, stripes, and colors three,
Blending in harmony,
For thee we stand;
No foe will ever rend
The flag which we defend
Unto the bitter end,
With heart and hand.

Our flag will never fail,
Freedom to those who hail
From foreign shore;
In freedom's sacred voice
Let every one rejoice
Who make our flag their choice
For evermore.

Wave still in lofty air,
O, wave thou everywhere,
On land and sea!
Aloft on pole and spire,
Pride of each son and sire,
Keep all our hearts on fire,
Flag of the free.—Selected.

Lord Hampden, who presided at a recent dinner of the London Cab-Drivers' Benevolent Association, commended to the members the following lines relating to the proper care of the horse, which, he said, he had hung up in his stables:—

Up hill—whip me not.
Down hill—hurry me not.
Loose in stable—forget me not.
Of hay and corn—rob me not.
Of clean water—stint me not.
With sponge and brush—neglect me not.
Of soft, dry bed—deprive me not.
Tired or hot—leave me not.
Sick or cold—chill me not.
With bit and reins—oh, jerk me not.

A LIVING WITNESS.

Mrs. Hoffman Describes How She Wrote to Mrs. Pinkham for Advice, and Is Now Well

DEAR MRS. PINKHAM:—Before using your Vegetable Compound I was a great sufferer. I have been sick for months, was troubled with severe pain in both sides of abdomen, sore feeling in lower part of bowels, also suffered with dizziness, headache, and could not sleep. I wrote you a letter describing my case and asking your advice. You replied telling me just what to do. I followed your directions, and cannot praise your medicine enough for what it has done for me. Many thanks to you for your advice. Lydia E. Pinkham's Vegetable Compound has cured me, and I will recommend it to my friends.—Mrs. FLORENCE R. HOFFMAN, 512 Roland St., Canton, O.



The condition described by Mrs. Hoffman will appeal to many women, yet lots of sick women struggle on with their daily tasks disregarding the urgent warnings until overtaken by actual collapse.

The present Mrs. Pinkham's experience in treating female ills is unparalleled, for years she worked side by side with Mrs. Lydia E. Pinkham, and for sometimes past has had sole charge of the correspondence department of her great business, treating by letter as many as a hundred thousand ailing women during a single year.

When you are angry—strike me not.
With tight check-rein—torture me not.—Exchange.

Were I to be responsible for a child's arithmetical attainments at fourteen, I should insist that his training in number the first three years of school be made as natural and as simple as possible, and kept largely free from attempted insights into abstract relations and premature efforts at analytical and logical reasoning, and I should strongly hope that he might be permitted to reach the third school year unhampered by such logical terminology as "because," "whence" "hence," and "therefore." If my pupil, at the close of the third year, could add, subtract, multiply, and divide simple numbers (expressed, say, by one to five figures) with facility and accuracy, I would confidently guarantee his future progress and attainments in arithmetic. Were I to be personally his teacher in grammar grades, I should be delighted to find a few processes, principles, and applications out of which the juice had not been sucked in the lower grades.—Emerson E. White.

Some Good Rules.

Always look at the person to whom you speak. When you are addressed, look straight at the person who speaks to you. Do not forget this.

Speak your words plainly; do not mutter or mumble. If words are worth saying, they are worth prononcing distinctly and clearly.

Have you something to do that you find hard and would prefer not to do? Then listen to wise old grandmother. Do the hard thing first and get it over with. If you have done wrong, go and confess it. If your lesson is tough, master it. If the garden is to be weeded, weed it first and play afterward. Do first the things you don't like to do, and then, with a clear conscience, try the rest.—The Phrenological Journal.

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for the RELIEF and PREVENTION of ALL WEAKNESSES resulting from overwork and anxiety. It gives active brain and nerves exactly what they need for their nutrition and normal action, and will help any case of mental or nervous exhaustion. Shall we send you a descriptive pamphlet?

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Prepared only by F. Crosby Co. 56 West 25th St., New York.
If not found at druggists, sent by mail ($1.00).

CROSBY'S COLD AND CATARRH CURE.—The best remedy known for cold in the head, sore throat, and influenza. It does no contain *cocaine*, morphine, nor narcotic of any description. By mail, 50 cents.

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NOTICE.

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NEW ENGLAND PUBLISHING CO.,
Boston and Chicago.

Firecrackers.

The manufacture of firecrackers is by no means an intricate or difficult trade, but as it involves the handling of gunpowder in large quantities, the manufacturers are not, as a rule, overrun with applications for employment. The firecracker, without which the glorious Fourth would be a hollow mockery to the average boy, was formerly brought from China, but as there was money in it, the business has long since passed into native hands, and few, if any, are now brought from the Flowery Kingdom. The work is very simple. Strips of soft pasteboard, impregnated, in some cases, with explosive material, are doubled and closely rolled around a bit of "composition," that is, powder mixed with sulphur, so as to burn slowly with a hissing noise, a little pure powder being added, so that the hissing may be terminated by the sharp crack which gives the device its name. A primer, a cord soaked with saltpetre or some other substance to insure ready combustion, is included in the rolling process, a red cover is added, the primers are plaited into a long primer, and the joy of the small boy is ready for use.—Globe-Democrat.

The Roll-Call.

All the machinery of the school should be arranged so as to secure the greatest possible saving of time. In many schools much time is wasted in calling the roll.

In a school or class of not more than thirty, no roll-call is necessary. Each pupil has, or should have, his proper seat; a glance ought to show the vacant places.

When names are called and responses made, often the work consumes three-fold more time than is necessary; not only is time lost; slovenly, dilatory habits are formed. A quicker way, however, is to have all the names of students on the roll numbered consecutively; then, at the word "Roll," let each in order pronounce his number, promptly, clearly, distinctly. If the number is not given by the pupil, the teacher pronounces it and marks the pupil's name on the roll at the same time. Of course, no pupil should call his number till he hears from pupil or teacher the next preceding number. This method of roll-call is nothing new; but perhaps some of our readers have never tried it.—Ex.

Catarrh Cannot be Cured

with LOCAL APPLICATIONS, as they cannot reach the seat of the disease. Catarrh is a blood or constitutional disease, and in order to cure it you must take internal remedies. Hall's Catarrh Cure is taken internally, and acts directly on the blood and mucous surfaces. Hall's Catarrh Cure is not a quack medicine. It was prescribed by one of the best physisians in this country for years, and is a regular prescription. It is composed of the best tonics known, combined with the best blood purifiers, acting directly on the mucous surfaces. The perfect combination of the two ingredients is what produces such wonderful results in curing Catarrh. Send for testimonials, free.
F. J. CHENEY & CO., Props.,
Toledo, O.
Sold by druggists, price, 75 cents.

Lessons on Animal Life.

The Cat (compare with dog).—Eyes, rough, dry tongue, soft pads and sharp claws, teeth, method of holding prey, drinking, covering of fur, whiskers, tail.

The Cow (compare with sheep and goat).—How she takes her food, teeth, chewing milk (cheese and butter), tail, hoofs, covering, ears, horns, nose.

The Horse (compare with donkey).—Covering, teeth, hoofs, tail, mane.

The Mouse (compare with rat).—Teeth, paws, tail, whiskers, eyes, ears.—Western School Journal.

Perseverance! Can you spell it?
And its meaning, can you tell it?
If you stick to what you're doing,
Study, work, or play pursuing,
Every failure bravely meeting,
Bravely each attempt repeating,
Trying twice and thrice and four times,
Yes, a hundred, even more times,
You can spell it! You can spell it!
And its meaning, you can tell it!
—Anna M. Pratt, in Primary Education.

The American Book Buyers' Alliance, Limited 102-104 Fulton street, New York, offers favorable terms to ladies and gentlemen who will act as its representatives for the purpose of booking new members. All or only a part of the time may be devoted to this purpose. To the right parties a liberal income is assured,—those having acquaintances among reading people preferred. The work is especially adapted to unattached clergymen, school and Sabbath school teachers, college or high school students, ladies who wish a little pin money, &c. For terms and particulars address The American Book Buyers' Alliance, Limited, 102-104 Fulton street, New York, N. Y.

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MONROE BOOK COMPANY, Dept. H 69, 324 Dearborn St., Chicago.

Smile a Little.

Smile a little, smile a little
As you go along,
Not alone when life is pleasant,
But when things go wrong.
Care delights to see you frowning,
Loves to hear you sigh;
Turn a smiling face upon her,
Quick the dame will fly.

Smile upon your undone labor;
Not for one who grieves
O'er his task waits wealth or glory;
He who smiles achieves.
Though you meet with loss and sorrow
In the passing years,
Smile a little, smile a little,
Even through your tears.
—Ella Wheeler Wilcox.

AGENTS wanted to sell our P. S. A. Bed Springs. They fasten to the slats of any bed. No trick to do it. Easy to sell; profits large; exclusive territory given; outfits free. Martin Blethmitter, Apple Grove, Ohio, writes April 18th, '98: "I was very agreeably surprised, yours being the first advertisement I ever answered, and received more than promised."
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A Drummer.

I'm only a drummer; I've nothing to do
But to beat my brave drum and make music for you.
I'm only a drummer, not quite twelve years old,
But I hope that my heart is full twenty years bold.
I do not give orders; I've just to obey,
As quick as a flash, what my officers say.
There are fellows who think that my task must be light,
Just beating a drum with a merry boy's might.
Yet drummers no taller than I am are found
In low little beds in the land's holy ground.
They followed the flag, in the days long ago,
When it waved its defiance, whoe'er was the foe.
They timed to the bugles, so shrill and so sweet,
And they faltered alone when the call was retreat.
Oh, brave drummer boys, though you lived or you died,
I look at your record, and stand by your side,
And beat my brave drum with the gladness of love;
'Tis the flag of our union that's flying above!

—Margaret E. Sangster.

Ear Training.

Pupils note sounds when different objects are struck.

Pupils close eyes.

Rap on floor, board, desk, and door; children telling which was struck.

Let children note sounds when four different sized bottles are struck.

Close eyes. Children tell which bottle was struck. Also touch the one that was struck.

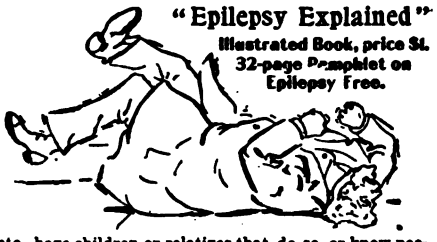
Teach children to recognize each other by their voices with eyes closed, by playing "good-morning" game.

—Midland Schools.

HERE IS A CURE FOR THOSE DREADFUL FITS



"Not to take a cure for an otherwise fatal disease is to commit suicide."



"Epilepsy Explained"
Illustrated Book, price $1.
32-page Pamphlet on Epilepsy Free.

If you suffer from Fits, Epilepsy, St. Vitus' Dance, etc., have children or relatives that do so, or know people that are afflicted, My New Discovery, EPILEPTICIDE, will cure them, and all you are asked to do is to send for a Free Bottle and to try it. I am quite prepared to abide by the result. It has cured thousands where everything else has failed. Please give name, postoffice and express address.

DR. W. H. MAY, May Laboratory, 96 Pine St., New York City.

Words Often Mispronounced.

Dā'ta is never dă'ta.

De-co'rous is never dec'orous.

De'tail (noun) is no longer de-t l'.

De-tail' (verb).

Per'fect (noun), but perfect' (the verb.)

Drăma is not drāma.

Economic is ē-co-nom'ic, and not ĕk-o-nom'ic.

Gey'ser is not gey'zer, as many of us say.

Glacier is glas'ier, though it may be glā'sher by Webster's authority.

Gla-di'o-lus is never gladi-o'lus.

Grease is grēz as a verb; you grez the axle, and do not grease it. Better oil it and not trouble yourself about the "z."

Har ass is not ha-ras'.

He-ral'dic is never her'al-dik.

Hygiene is hi'je-ēn and not hi'gēn.

In'crease (noun) is never accented on the first syllable.

It is in-de-co'rus to say in-dek'o-rus.

In-nate' is better than in'nate, thought Webster prefers the latter.

How Envelopes Were Invented

The invention of envelopes is within the memory of middle-aged persons, and was the result of a Brighton, England, stationer's endeavor to make his store look attractive. He took a fancy for ornamenting his store windows with high piles of paper, graduated from the largest to the smallest size in use. To bring his pyramid to a point he cut cardboard into very minute squares. Ladies took these cards to be small-sized note paper, and voted it "perfectly lovely." So great was the demand that the stationer found it desirable to cut paper the size so much admired. But there was one difficulty. The little notes were so small that when folded there was no space for address, so, after some thought, the idea of an envelope pierced the stationer's brain. He had them cut by a metal plate, and soon, so great was the demand, he commissioned a dozen houses to manufacture them. From such small beginnings came this important branch of the stationery business.—Exchange.

Remember that J. M. Olcott & Co. of 70 Fifth avenue, New York, have taken the business of W. A. Olmstead, 84 Wabash avenue, Chicago, who was burned out some time since. Since the fire J. M. Olcott & Co. have re-organized the business, and are now mounting maps and filling orders rapidly. This company has also the exclusive contract for the importation of W. & A. K. Johnston's Globe covers. Read the advertisement in this number, page 386.

SHORTHAND. $5 for 40 lessons. Easy to learn. J. B. STURMAN, 87 Metropolitan Block, Chicago.

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ONE DOLLAR A YEAR.

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Nature Questions—Water.

1. Where does the water in the brook and river come from?
2. Where does it go?
3. In what direction must a brook or river flow? Why?
4. What do we mean by the slope of the land?
5. Why are some brooks and rivers rapid, others slow?
6. Why do brooks and rivers wind about?
7. Is the land drained or watered by a brook or river?
8. In what portion of a basin must a brook or river make its bed?
9. Do brooks wind more in level or hilly countries? Why?
10. Which flows more rapidly, straight or winding brooks? Why?
11. How much land does a brook or river drain?
12. What causes brooks and rivers to overflow their banks?
13. Read the story of "The Leak in the Dyke."
14. How many slopes must every brook or river basin have? Why?
15. What would be the result if the earth's surface were level?
16. Where are brooks and rivers generally the widest?
17. How do brooks and rivers get their water during dry seasons?
18. Where is the greater quantity of water, in the banks or bed?
19. Which holds moisture longer, sand or loam?
20. Why don't rains fill the soil? What becomes of the water?—Normal Instructor.

Humming Birds.

Our pretty little humming birds belong exclusively to America, and are greatly admired for their small size as well as for the metallic lustre of their plumage. Their throats are especially brilliant, and are often adorned with a variety of beautiful colors. The bills of these birds are always long and slender, but it has been observed that they are either straight or curved, according to the shape of the flowers they frequent.

No doubt humming birds are associated in your minds with the flowers about which they flutter. They visit these flowers not so much to obtain honey as to capture the insects which have been attracted by the sweet juices found there. The tongue, however, contains two hollow tubes, and it is divided at the end, thus serving the double purpose of catching insects and of sucking the honey from flowers. This remarkable tongue, like that of the woodpecker, is attached to a cartilage extending over the skull, so that it can be thrust out beyond the beak.

The humming sound which you have noticed in the flight of these little birds, and from which they take their name, is produced by the exceedingly rapid motion of their wings. They do not often alight when taking their food, but by beating the air they are able to hover before the flowers long enough to secure their feast; then they dart so suddenly from one blossom to another that we seldom do more than catch a glimpse of their beautiful sparkling colors.

Humming birds live in pairs, and the male defends his little family with much spirit. Indeed, the female herself is not wanting in courage, and she is slow to abandon her nest even after it has been desecrated. These birds sometimes return to the same tree for several seasons in succession, and the young birds appear to stay with their parents until the fall, when they all go south together. —Cooper's "Animal Life."

Pussy's Big Playmate.

Superintendent John B. Smith of the Central Park menagerie at New York the other day found in the rhinoceros cage his large black cat Snyder, which had been missing for a week. While going through the elephant house in which Smiles, the old rhinoceros, is kept, Superintendent Smith saw the missing cat coiled up in the hay beside the big beast. The rhinoceros was licking the cat's paw with its tongue. Superintendent Smith watched the pair for a time and tried to coax the cat out, but she would not leave Smiles. A keeper informed him that the two had struck up a strong friendship in the past week, and when the rhinoceros was asleep the cat would frequently perch itself on Smiles' back and keep watch.

"In its native state," explained Superintendent Smith, "a bird known to hunters as the rhinoceros bird keeps watch over the rhinoceros when sleeping, and pecks at its ears to arouse it at the approach of danger. Nature, perhaps, is working on the same lines in bringing Smiles and Snyder together; but it's a queer friendship and I shall not disturb it." —The Alliance.

Lubrication of Gas Engine Cylinders.

The proper lubrication of gas engine cylinders has been a very difficult problem. The problem, however, seems to have been very successfully solved by an official of the Pennsylvania Railroad Company. He writes as follows:—

"I had a gas engine at Sharon, Pa., running a pump, and the man that had charge of it allowed the lubricator to run dry and cut the piston, piston rings, and cylinder. The makers of the gas engine said the cylinder would have to be sent to the shop and bored out, and a new piston put in. It was our busy season, and we could not do without water. I had some of Dixon's finely-pulverized graphite, and I commenced to feed it into the cylinder through the suction pipe with the air and gas, with immediate relief. After about two weeks the engine was running smoother and using less gas than ever before.

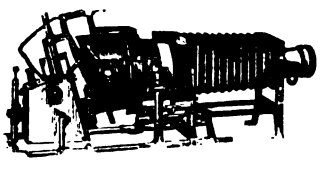
"I had this same engine apart last Saturday, and every place that was cut is smooth as glass. This one instance saved us about $75. I have great faith in this graphite, and always keep it on hand."

Practice These.

accent', (verb)	ly-ce'um
address'	mu-se'um
a'rea	pret'ti (pretty)
cement'	poz-zes (possess)
confidant'	research'
contour'	resource'
con'tents	revŏlt'
detail', (noun)	robust'
geyser	romance'
ī tal'ics	ten'et
lēver	tăbleau'
lev-erage	Ber'lin

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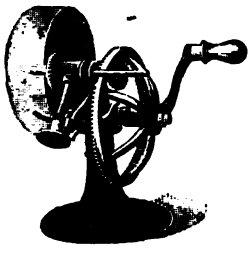
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